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ABSTRACT
The five documents in this PREP kit report on the significant R&D findings and current practice in bilingual education, from a project supported under OE's Targeted Communications Program. "Administration of Bilingual Education," one of the documents in the kit, is directed to administrators, school board members, and others who must make policy decisions concerning such a program. It treats such topics as the goals of a bilingual education program, the role of the administrator, the selection of the right teacher for bilingual education, materials available for teaching bilingual education, testing, and Federal funds available for these programs. A second document, directed to the teacher of bilingual children, discusses some of the cultural differences and problems encountered in the teaching of these children, and presents practical recommendations and suggestions for strengthening classroom approaches. Annotated bibliographies accompany sections of this document. The remaining documents contain brief descriptions of 10 ongoing exemplary bilingual education programs, a listing of other programs by State, and some current research documents on bilingual education from the ERIC system, with information for ordering them from EDRS. (LS)

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PREP

BILINGUAL EDUCATION

No. 6

PREP-6

PREP is . . .

- *a synthesis and interpretation of research, development, and current practice on a specific educational topic*
- *a method of getting significant R&D findings to the practitioner quickly*
- *the best thinking of researchers interpreted by specialists in simple language*
- *the focus of research on current educational problems*
- *a format which can be easily and inexpensively reproduced for wide distribution*
- *raw material in the public domain which can be adapted to meet local needs*
- *an attempt to improve our Nation's schools through research*
- P *utting*
  R *esearch into*
  E *ducational*
  P *ractice*

Bilingual education has been identified as one of the key educational issues of our time. It is significant not only in specific regions of the United States, such as the Southwest, but also on a national scale. The development of intercultural understanding and acceptance and the setting up of communication systems between ethnic and cultural groups are heavily dependent upon increasing linguistic facility. Many persons within and outside the ranks of professional education are seeking ways and means to encourage cross-cultural and cross-ethnic interaction. Hoping that some of the "answers" might be found in the research literature, the Office of Education funded an interpretive studies project, which was conducted by Horacio Ulibarri at the University of New Mexico in Albuquerque, to collect, synthesize, and interpret significant R&D findings and current practice in this area. The documents in this kit report on that project.

The first document, "Administration of Bilingual Education"--No. 6-A, is directed to administrators, school board members, and others who must make policy decisions. The second document, "What Classroom Teachers Should Know About Bilingual Education"--No. 6-B, presents practical recommendations and suggestions for strengthening classroom approaches for working with the bilingual child. No. 6-C, "Exemplary Bilingual Education Programs," identifies and describes some ongoing programs, and gives the names of persons in these programs who may be contacted for additional information. No. 6-D is a listing of some of the latest research documents on bilingual education entered into ERIC.

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PREP

No. 6-A

ADMINISTRATION OF BILINGUAL EDUCATION

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Introduction

Historically American education has been preoccupied with the complete Americanization and acculturation of all minorities including bilingual and bicultural groups. The rationale for this was that acculturation was a prerequisite to full participation in the benefits of American society. Unfortunately, acculturation generally meant the annihilation of the minority culture. In recent years, however, increasing attention has been focused on preserving and reinforcing the socioculture and language of the ethnic and cultural minorities.

Two forces have encouraged the increased concern for bilingual, bicultural education. Educators, concerned with the socioculture of minority groups, have begun to realize that the typical curriculum offered the middle-class English-speaking students has not provided equality of educational opportunity for minority children. They have mustered evidence which indicates that, in their encounter with typical curriculums and regular teaching approaches, minority children are significantly retarded. The attainment levels are also significantly lower than those of middle-class children. Educators are therefore calling for major curricular adaptations. Secondly, some minority group members who have survived the onslaught of the traditional curriculum have been clamoring for modification of the curriculum to include treatment of the minority culture and language. Not only should the history of the minority culture be taught, they assert, but also the teaching of subject matter should be done bilingually.

Definition of Bilingualism

The term *bilingual* lends itself to many interpretations. Bilingualism

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refers to the facility in the use of two languages, ranging from a minimal knowledge of either language to a high level of proficiency in both. Generally, the bilingual person tends to be more proficient in one language than the other, even though he may have attained a high degree of proficiency in each. This fact often presents some confusion to educators. They think that the child of a given sociocultural background will be more proficient in his native language than in English. Generally, this is an unreasonable expectation. For example, Mexican-American children tend to be more proficient in English than in Spanish, despite the fact that their proficiency in English is very low.

The concepts of bilingualism and biculturalism are closely related. For example, in the Southwest[1] all the bilingual people either speak Spanish or Indian dialects, as well as English. Both groups are from a cultural background different from the Anglo-American culture. Thus, in the Southwest, bilingualism always connotes biculturalism. Even though interrelated and interdependent, bilingualism and biculturalism are two distinct phenomena. The term *bicultural* refers to sociocultural elements that go beyond language. Biculturalism is a functioning awareness and participation in two contrasting sociocultures. For the purposes of greater clarity, it should be emphasized that biculturalism can be attained by a person without being bilingual, and that bilingualism can be attained without dual acculturation.

1/ Since the research which provided the data on which these generalizations are based was conducted in the Southwestern region, frequent references will be made to the Spanish language. The authors do not propose to limit the application of the concept of bilingual education programs to Spanish-English programs, however.

Goals

To be productive, the purposes of bilingual education, like other goals of education, must be stated in terms of desired behavioral outcomes. Only when one states the goals of education with specifications for terminal behavior does he have the opportunity of determining the extent to which the goals have been met. In the area of bilingual education, behavioral objectives must be stated at least in the five following areas, each of which is discussed below:

1. Language skills
2. Knowledge and concepts
3. Application and use of knowledge and concepts
4. Development and reinforcement of attitudes
5. Social functionality

Language Skills

The primary thrust of bilingual education is the inclusion to some degree of a second language other than the language of the school. It is necessary to state the level of proficiency, in the second language, which is desired of the student.

In some programs the native language of the child is used merely as a vehicle by which the child is directed into learning English as a second language. In these programs, different degrees of proficiency in the Spanish language are required of the children. For example, it is possible that the substandard Spanish which a child employs will be used as a device to improve proficiency in English. In this case little or no instruction is given which would make the child more proficient in his native language. In this same type of program, it is possible that a minimum amount of instruction in the native language will be given in order to make the child literate in that language before attempting to make him literate in English. Nonetheless, the impact of instruction received in the native language, whether pertaining to subject matter or the language per se is minimal because the major objective is to transfer the child from the use of his native language into the use of the language of the school as fast as possible.

In programs where equal proficiency in two languages is desired, the native language is not regarded as a tool for easier teaching of the school's language. Curriculum content may be presented in either language, and the choice of which language is to be used frequently revolves around the matter of which language and its attendant culture best facilitates learning of the particular content. There are certain subject matter areas and certain materials that are better presented in one language than another. In these programs it is necessary to have bilingual teachers assigned to second language[2] instruction.

Knowledge and Concepts

The knowledge and concepts to be taught in the bilingual curriculum, whether it be in English or in Spanish, need not present any more difficulty for the development of scope and sequences than in a monolingual program. It is desirable to develop the scope and sequence of all courses and subject matter area in terms of a taxonomy. Although this report does not recommend one type of taxonomy, there is one factor to consider in determining the language to be employed in the introduction of new concepts and knowledges. The bilingual child, because of his psycholinguistic tendencies, may become more committed emotionally to a given concept if taught in one language rather than another. For example, when studying about the family or some aspects of the Mexican-American culture, it would make more sense to use Spanish in teaching this unit than to use English. Thus, one of the strong implications seems to be that one take into consideration the psycholinguistics and emotional commitments of the bilingual child stemming from his language and his culture when developing a taxonomy for the bilingual program.

Application and Use of Knowledge and Concepts

The development and statement of bilingual program objectives related to the application and use of knowledge and concepts are no more difficult to achieve than in monolingual programs. However, one should understand that the bilingual child, especially in the Southwest, is a bicultural individual. He lives in the world of his native Mexican-American culture as well as in the world of the Anglo-American culture. Certain types of behavior are desirable in one sociocultural context and are less desirable in the other. The child must learn to discern in what sociocultural contexts certain types of behavior can be used with least ill effects and with major desired outcomes. At the same time, the bicultural individual needs to know what set of values are attendant to the various roles that he plays in the two sociocultural worlds. For example, to use the value sets of competition within the Mexican-American family would cause disharmony and perhaps disruption. On the other hand, not to use the cultural set of competition within the labor market and to replace it with the cultural set of cooperation can be detrimental to the individual. Thus, one must think in terms of the sociocultural context in which the individual is going to be operating, and one must try to develop in him a sense of certain knowledges and skills, and where certain value sets can best be used.

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[2] For the purposes of this report, the second language of instruction is the native language of the child.

The very fact that the administrative officer deals through and with a multicultural community may pose unique problems. Changes of programs aimed at improving the learning of the child may be perceived as being retrogressive, a return to older, undesirable patterns. The administrator must marshall all community support as he endeavors to set more realistic goals for his school.

Development and Reinforcement of Attitudes

Research on the effect of middle-class behavior in school standards on the bilingual, bicultural child is rather scant. The lack of highly controlled studies has not deterred educators from drawing conclusions about the effects of school constraints upon the bilingual child. Many who have worked for several years with bilingual, bicultural individuals are convinced that this insistence on middle-class behavior has had serious negative effects on these children. The children, it is asserted, generally become ashamed of their culture and think that the Spanish language is inferior to English. The studies on acculturation support this. Thus, one finds quite a few statements on objectives dealing with reinforcement and development of the self-image of the bilingual, bicultural child. It would seem that this is one of the strongest reasons why there should be a bilingual, bicultural educational program. However, to state an objective such as, "One of the purposes of the bilingual programs is to develop a better self-image or self-concept of the bilingual child" is inadequate. One must express objectives in terms of behaviors that can be measured. For example:

> The bilingual child will participate in more extra-class activities.
>
> The bilingual child will learn more about his cultural values and will see the differences between his native culture and the Anglo-American cultural value system.
>
> The bilingual child will understand the process of acculturation.

Only when objectives are stated in behavioral terms can they be attacked readily.

The same principle holds true for the development of attitudes. Generally speaking, the bilingual child belongs to a minority group with all its attendant anomalies. Therefore, much of what must be done has to be done in terms of providing equality of opportunity not only in the area of learning skills and concepts, but also in the areas of developing attitude. The failure syndrome, the timidity complex, and self-hatred are all problems that seem to be prevalent among bilingual, bicultural children. This is not because they are bilingual and bicultural, but because they are members of the minority group that has had unsuccessful encounters with a majority group. These attitudes are present in the parents and are reflected in the children. Extensive measures need to be taken in order to develop a more wholesome personality in these children.

Social Functionality

The bilingual, bicultural child is going to function, whether he likes it or not, in two worlds. He is going to function in the sociocultures of the Mexican-American and the Anglo-American. He will be buffeted by the forces of both. On the one hand he will be punished for being Mexican-American. The closer he approximates the typical behavior of the Anglo-American, the more the rewards of that socioculture will be made available to him. As he moves in that direction, however, there will be feelings of guilt for having deserted his native group, his friends, and his family. There will be a nostalgia to return to the old socioculture. There will be pressures on him to return and sanctions for having become a "Vendido." While the school cannot prescribe and determine what the behavior of the individual will be after he leaves school, a very strong effort should be made in the bilingual, bicultural program to make the individual cognizant of all the conflicting forces that are going to be his lot in life because he is a member of a bilingual, bicultural minority group.

Relation of Immediate, Intermediate, and Ultimate Goals

There has been a strong tendency to start bilingual educational programs in a piece-meal fashion. These programs reflect the attitude that the language is the most important factor in the program. Therefore, it is thought that maximum proficiency in the second language is needed before a bilingual program can be implemented. Other programs reflect the attitude that bilingualism is not so very important after all. Thus, only such programs as preschool or primary bilingual programs are instituted. While these types of programs may have some merit, the final outcome in terms of desired terminal behaviors is questionable. The Spanish that a child learns or uses in the primary grades as a vehicle of instruction, and which is not reinforced during the rest of his school career, will soon be forgotten. The child will benefit undoubtedly from minimal instruction, but only for the moment. Constant reinforcement is necessary especially at the stage in life where the individual's sociocultural set crystalizes.

Bilingual Education Goals and Public Relations

Although bilingual education has existed for the elite in the form of leisure-time learning, it is a recent phenomenon for public education. Since the public schools are the servants of a wider system of parents and taxpayers, a strong public relations program is needed to promote continued support. It is necessary to legitimitize the bilingual education program in the eyes of the public, the parents, and the other patrons of the school. Also, this public relations program provides an easy vehicle to bring into the school the Mexican-American or Indian parent, who may not be otherwise interested. Therefore, through the bilingual program, it is possible to bring the parents to the school in order to get from them whatever they have to offer the program, as well as to be of help to them.

The Bilingual Education Program

If the goals of the bilingual education program have been stated in behavioral terms, the program to be implemented should reflect very closely those goals and objectives. The activities and materials used in the program should attempt to bring about those behavioral changes in the bilingual, bicultural children stated in the objectives. Often when the goals of a program are not stated in behavioral terms, the materials available and the textbooks used in the program determine the goals and objectives of a program. The materials and texts used in the bilingual program should be the tools by which the goals and objectives are reached. Similarly, the activities through which the children learn these behaviors and develop certain types of attitudes should reflect clearly the goals of the program. Since there is presently a dearth of bilingual-bicultural materials to be used in the classroom, the danger of materials dictating objectives is somewhat minimized. Program developers and the teachers of bilingual education programs have a clear field in which to develop and implement programs using the research available and the best theories that can be mustered.

The program itself should be realistic for the children it is serving. Program developers should have a clear understanding of the culture and the bilingual, bicultural child so that fallacious assumptions are not made. Broad assumptions cannot be made regarding the extent of experiential background that the child may have in relation to the learning experiences to which he will be subjected in the classroom. Because children in these programs frequently come from a low socioeconomic group, they are inadequate even in the use of their native language. Instead of having a rich background in their native language, they suffer from a very restricted array of experiences. The same holds true regarding their native cultural background. A vast proportion of the bilingual, bicultural children in the Southwest actually come from the culture of poverty or from the levels immediately above it. This means that they do not have many of the dexterities possessed by middle-class children.

Therefore, the program should use all the available resources, however meager, of the children's second language and native culture to develop greater breadths of perception and to widen scopes of value systems. In attempting to change these perceptions, however, one must consider the present culture and personality of the individual. Reward systems implemented in the program should reflect the sociocultural meanings that the children attach to such motivational factors as reward and punishment. They should not use motivational symbols that are meaningful only to the teacher. For example, the children of this low socioeconomic level will rarely understand fully the motivational structure stressing high competition--a favorite pattern of most teachers. Also, the teacher must understand the communication patterns of the children in order to communicate adequately with them, not only in the reward-punishment patterns, but also in the presentation of materials.

Children from the lower class have not had the opportunity in homes, neighborhoods, and peer groups to develop along lines similar to middle-class children. The experiential background of the children coming from middle classes tends to be much more compatible with the expected behavior in the ordinary program than that of the lower-class children. Lower-class children come from an impoverished background where there is a minimum of artifacts and symbols conducive to academic growth and development. They usually come from a very restricted geographic area, and are socialized by parents who in general have a low educational attainment level, and who are characterized by the restricted and often negative socioattitudinal values of the culture of poverty. The bilingual, bicultural program should take into account these severe social and cultural limitations.

These experiential deficits suggest that usually the bilingual program will also be a compensatory education program. Beyond instruction related to the ordinary growth and development patterns for which the school assumes responsibility, the bilingual-bicultural program should attempt to implement activities and structures in areas which for these children heretofore have been neglected. For example, the bilingual bicultural child coming from an impoverished home should be given the opportunities to learn what the so-called "better things of life" are and develop an emotional maturity. If the culture does not include an orientation toward competition, the program should include activities which will provide this awareness.

The program should not be overly ambitious, however. Attempting to do more than what the resources available enable one to do is nearly as disasterous as not doing anything. The goals and activities of the program should consider the needs of the children to be served and the resources available. It is fruitless to launch into programs which require greater resources than are available except in the possible case where one hopes to encourage the input of additional external resources by a demonstration of a successful program start.

The wise administrator will probably find that his staff can prepare, develop, and test a substantial amount of "home-made" learning material. The costs should not exceed those for commercial material and the "home-made" material should possess a high degree of curricular validity, a claim not possible with most of the commercial material.

Bilingual education should not penalize the child's growth and development in other areas of the curriculum. Regardless of how nostalgic and how enthusiastic the program developer may be, there is little merit in learning another language *just for the sake of knowing it*. If the bilingual, bicultural education program does little to develop a more integrated personality and to enhance the self concept in the bilingual child, it would be better that bilingual education not even be attempted. If the child is going to be penalized in other areas of development, for the sake of learning another language without ample program integration, careful stock should be taken of motives. In short, bilingual and bicultural education should open the door, broadening the horizons of the bilingual child, and enhancing a more integrated development of his personality.

The Role of the Administrator

The administrator of a bilingual school will face not only problems common to administrators in general, but also unusual problems, or problems that go by different names or guises. Budgets, school maintenance, bus routes, cafeterias, and the like are problems which are general to administration, as is educational leadership.

However, the fact that the school exists in a bicultural community leads to definite differences--some sharp, some subtle, but all critical. Communities are likely to be at different levels of their acceptance of the majority culture. The administrator will do well to assiduously listen, observe, and determine, for his own community, its general level of acceptance of the "other culture values." He needs to discover its dynamics for change, that is, to what extent and in what direction the community is moving. A severe symptom of rapid movement toward or away from majority values is seen in increased militancy of many communities. Such militancy often reflects a deep desire on the part of the community on one hand to retain and strengthen its cultural heritage, and on the other hand to obtain more of the positive elements from the other culture. The school administrator in these surroundings needs to act with caution, forbearance, and most of all with understanding.

The administrator in the bilingual school must pay intense heed to his community. He must spend much time visiting, sitting with his school parents, listening to his teachers, listening to the pupils. He needs as quickly as possible to "tune in" to the power structure of his community. He will need to recognize that the members of the minority culture may act and respond in different ways than those to which he has been accustomed. It would be a serious mistake to expect the same behaviors in a multiculture community as in a majority culture community. For example, the Mexican-American has a dignity all his own; it is a gentle, kindly dignity. The administrator must abandon the Nordic approach of bluntness, directness, and aggressiveness and adapt to the more gentle and subtle approach of the other. In much the same way, the administrator will need to learn to adapt to the ways of life of the Indian. These are not easy tasks for administrators. They are fraught with difficulty. An administrator can, very simply, act as so many have acted in the past, namely, with complete obliviousness toward the problems of the other culture individual. This course of action is relatively safe--it is also totally inefficient and inadequate.

The teachers in the bilingual school will require administrative support of a warmth and depth not usually afforded teachers. The teachers need support to find new and better ways of teaching their charges. They need support as they develop materials and programs, as they try out new ideas. The pupils must be listened to as well, since they pose special problems of unique backgrounds. So, both teachers and pupils will need a high level of administrative support as they search for new and improved methods for solving their urgent problems.

Finally, and perhaps most importantly, the administrator must find ways and means for legitimitizing his program. New programs, regardless of excellence of rationale, may not be enthusiastically embraced by the community. New programs may pose threats of various kinds to the community. The administrator must be alert to find effective methods for enlisting community participation and support as he moves his school into more effective educational experiences.

The Teacher for Bilingual Education

It would be fallacious to assume that paraprofessional people who do not have training in the areas of education theory, child growth and development, and the subject matter areas of instruction would be effective teachers just because they happen to be bilingual. The standards for professional training should be as high for the teacher in the bilingual programs as for other teachers. Certainly, the preparation should be different. However, bilingual paraprofessional people can be a welcomed bridge between the school and the home, the socioculture of the school and the socioculture of the community, and can provide a wholesome interaction between the two sociocultures. However, because of lack of training and perhaps lack of experience, the paraprofessionals cannot assume full responsibility for the program. They must be placed under the guidance of a fully qualified master teacher.

Beyond the regular qualifications required by the district and certification regulations, the bilingual teacher should have qualifications not possessed by the average, middle-class teacher. This teacher should have a deep understanding of sociocultural theory, child growth and development, and personality development theory. Also, he should know--through experience, interaction, and scientific understanding--the sociocultural background of the bilingual, bicultural child. It is not sufficient for this teacher to be of good will and desirous to "do right by" these children. These children, in a very realistic sense, are exceptional children because their emotional commitments, value systems, and cultural perceptions are different. It is the teacher who should be able to understand the background of these children and make accommodations. Immature children, alone, should not be expected to accommodate themselves to the sociocultural idiosyncracies of the teacher and school.

A cultural understanding, from a theoretical or scientific frame of reference, is not sufficient for these teachers. They should be empathetic to the socioculture of the children. A teacher who is not culturally sensitive, nor emotionally empathetic with these types of children will not be able to understand fully their personality make-up, nor will she be able to motivate them to greater areas of achievement and development. A teacher who is insensitive to the culture and unable to empathize with these children will probably contribute to the self-fulfilling prophecy of the failure syndrome. Because of her lack of sensitivity, she will place the child in situations of cultural conflict. She will, by her insistence on middle-class behavior and foreign rationalizations, aggravate the anxiety that is already present in these children. The results can be alienation. This can be avoided by having knowledgeable, empathetic teachers working with the bilingual, bicultural individual.

The teacher of bilingual education preferably should be a bilingual herself. It is not imperative that all teachers be bilingual, but at least those who are going to be teaching the child subject matter in his native language should be proficient in that language. Similarly they should be equally proficient in English so as to offer themselves as good models in the two languages. The teacher of the bilingual, bicultural child should be a person who not only can speak the language, but who also understands the culture of the language. Preferably, the bilingual teacher should be a bicultural individual, which is defined as a person who thoroughly understands the social and the cultural systems associated with the languages employed in the program. A bicultural individual is a person who is not overwhelmingly emotionally committed to the roles and value systems of either culture. Rather, a bicultural individual is one who knows the roles that are to be played in each culture and understands and appreciates the intended values of each role. She has been able to see the idiosyncracies of each. She is therefore able to help the child verbalize and deal openly with his own cultural conflicts.

Relatively few individuals can attain this level of development, however. The least that should be done in providing teachers for these programs is eliminating all of those who have strong negativistic personalities. Such personalities exhibit extreme defensiveness, anxiety, and other types of personality dysfunctions. On occasion, this personality is observed in teachers who themselves are members of a minority group. In this regard, a strongly militant teacher who is bent upon cultural resurgence at all costs has as bad an influence on the child as one who is bent upon acculturating the child into the majority culture. The strongly militant teacher with her overwhelming missionary zeal may fire these children into activities that are not only socially unacceptable, but also morally reprehensible. A stable personality, a cheerful attitude, and a deep understanding of children are all desired qualities in a bilingual, bicultural teacher.

Materials

At present there is a dearth of materials for bilingual, bicultural education programs. The materials that are in existence today tend to be translations from English originals. Relatively little material has been developed originally in Spanish. Some of the translated materials are indeed very good, especially those which deal with the sciences or mathematics. However, some of the other materials, which are direct translations from the English versions, do not fit into the sociocultural context of the Spanish language. Therefore, they appear unrealistic to the student himself. Some of these translated materials lose the essence they possess in the English language through sheer loss by translation. Others are so much out of context that they are ridiculous. Caution should be exercised in using bilingual program materials that are direct translations from the English. This implies for the bilingual education program that professional writers and publishing houses should develop materials that are written in the sociocultural context of the language and preferably in the vernacular.

The dearth of materials for bilingual education has implications for teacher preparation programs. As part of their preparation program, teachers should be trained to develop their own materials such as tape recordings, visual materials, and films, as well as printed materials. The personal experiences of teachers such as travel should not be minimized. Some teachers, for example, may have extensive collections of slides taken during their travels. If these fit within the context of the units that are being taught, they should be used.

We should learn from the experiences gathered in the adult education and the war on poverty programs. Some materials developed for these programs were labeled "materials for adult basic education," but were nothing more than copied materials from the primary and intermediate textbooks. They made no allowance for the mature interest level of the readers. Similarly, it can very easily happen that the materials that will be developed for bilingual education may be nothing more than flimsy translations of the already existent materials. Curriculum developers and administrators, as well as teachers, should take a very careful look at the materials in which they are going to invest their monies.

Methodology

Because of the anxieties and timidity of the bilingual, bicultural student, approaches that involve the student extensively are more desirable than those which are teacher-dominated. These children, however, must be trained to operate and function smoothly and effectively in the permissive atmosphere. One has to consider the sociocultural orientation of the autocratic family from which the Mexican-American comes, and one must train these children in the art of self-instruction and group process. It may be necessary to start by creating a relatively direct atmosphere and progressively change it into a more permissive situation. The children must be brought to understand what the democratic processes are, how they can function within them, and how they are able to get more for their time and effort by operating in a cooperative situation than by operating only in teacher-directed activities. Whatever approach is used, it must help the student develop greater self-confidence.

Recent studies have shown that in small group work the Mexican-American and Indian child is further motivated by having the reward pattern centered around the group, and not around the individual. They feel more at ease if the total group is rewarded instead of having individuals singled out and rewarded. Similarly, in the socioculture where competition is not a strong, viable force, and where this trait is even looked down upon, the use of motivational structures that are highly competitive in nature may be ineffective and even detrimental to the children.

The approach the teacher uses must be tempered with a tolerance for student beliefs which are rooted in magic and religious tradition. For example, in the old religion of the Southwestern Navajo Indian, it is believed that the center of the earth is in liquid form and that people emerged from this to the surface of the earth. Mythology and magical explanations are used in explaining the origin of life, the nature of the universe, and the personality of the individual. When a teacher in her science class almost irrationally expounds unmercifully on the scientific approach to the explanation of all natural phenomena, the Navajo has a difficult time reconciling the theories of the teacher and the teachings of his native religion. In such cases the child may, because he is aware of the reward-punishment patterns of the school, learn to memorize and verbalize the data that the teacher presents. He may even be able to repeat these data at examination time, despite the fact that they are repugnant to his culture. But the incidental learning stemming from compliance and guilt may be most damaging. Therefore, the teacher must find ways of accepting divergent explanations of natural phenomena to which members of minority cultures have strong emotional commitments.

Testing

The administrator is confronted by a serious problem when he attempts to measure the aptitude and achievement of bilingual children. Standardized tests must be used with caution. Aptitude tests inappropriately provide a depressed score indicating that the children possess less native ability than they do. Because of the lack of validity due to cultural variations, achievement tests have severe limitations when used for diagnostic purposes. Unless administrators, curriculum directors, and teachers are familiar with the lack of validity and often lack of reliability of almost any type of test when applied to bilingual children, these children will be improperly handled. For example, slow learners and low-average children are too often placed in classes for the mentally retarded. When learners are misplaced, they are penalized unwittingly and suffer the serious consequences of this error. The bilingual, bicultural child is thereby deprived of his right to equality of educational opportunity.

Little developmental activity has occurred which would provide diagnostic instruments appropriate for the bicultural child. The available diagnostic reading tests are probably good and will help the teacher in the regular reading program. *The Miami Linguistic Readers* are reasonably successful for diagnostic and remediation purposes because these readers were specifically designed for the Spanish-speaking bilingual. However, there are no diagnostic tests to be encountered in the area of teaching reading and ability to read in Spanish. There are few, if any, adequate diagnostic tests in other curriculum areas. These problems are compounded for Indian pupils.

Some educators do not administer any type of standardized test to the bilingual, bicultural child. They would much rather rely on the teacher's judgment and evaluation. However, this approach is not without its pitfalls. Often the teacher dealing with bilingual, bicultural students evaluates the child in terms of her subconscious sociocultural idiosyncracies. The result is that the child is then being measured by an instrument, the teacher, who also possesses biases. In addition, these biases are even less explicit than those built into the paper-pencil test! Despite these handicaps an evaluation performed by the culturally sensitive teacher remains as the only reasonable method for obtaining data upon which educational decisions can be made.

Federal Funds For Bilingual, Bicultural Education Programs

Bilingual, bicultural education programs, to have the fullest potential for success, will need in most cases a multifunding approach. The most accessible source of funding is Title I, ESEA (Elementary and Secondary Education Act) monies. The money is channeled to the local education agency (LEA) through the State education agency (SEA). The money has only the restriction of being used for "disadvantaged" children. The LEA needs to identify as its primary aim the improvement of skills in communication competency to put such money into program use. The money may be used for training or retraining teachers, developing or purchasing materials, restructuring curriculum, employing additional personnel, and for other areas.

The most obvious source of funds for these programs is the Bilingual Education Act, Title VII, ESEA. This money is available directly to LEA's and may be used for almost any aspect of the program. The present difficulty with this program is the limited amount of money--$7,500,000 for the fiscal year 69. With limited funds, reliance on this source for an initial beginning of a bilingual, bicultural education program may delay such a program and should not be counted on except as a minor supportive segment.

The Educational Personnel Development Act is designed to train or retrain teachers. The program is set up to permit school districts as well as higher education institutions to develop fellowship programs and teacher institutes. The Act has a sizable amount of money and should be considered as a vital aspect for preparation of teachers for bilingual, bicultural programs.

Title II, ESEA, is designed to provide materials that can be used in these programs. Adequate monies in this area provide a good source for securing materials--library materials, primarily. This program is operated through SEA's.

Title III, ESEA, now almost completely administered and operated by the SEA's provides support for innovative and demonstration centers which have an opportunity to develop new approaches to meeting the educational challenges of the bilingual, bicultural student. This money can be used in an almost endless number of ways for meeting problems.

The newly enacted Dropout Act, Title VIII, ESEA, has even more severe funding limitations than the Bilingual Act--$5,000,000 for fiscal year 69. But it does give the LEA's an opportunity to develop some aspects of a bilingual, bicultural education program. Districts would do well to consider this source as giving extra depth to their basic program.

The Adult Basic Education Program can be used as a means of bringing into the regular program the participation of parents and the strengthening of their abilities to work with their children. There are monies for development of national demonstration projects that can assist in the broadening of the basic programs.

The Educational Laboratories, funded under Title IV, ESEA, have--particularly at Austin, Texas, and Albuquerque, New Mexico--developed techniques and materials that are available for use by LEA's. School districts moving into the bilingual, bicultural education area should utilize the experience of these laboratories.

Title I, Higher Education Act, gives support to community service programs of the colleges and universities that can have direct impact on the initiation of bilingual, bicultural programs in LEA's.

The Teacher Corps, both through its commitment to prepare teachers to work in disadvantaged areas of local schools, and through its High Intensity Language Training Program (HILT), can be of great assistance to school districts moving into bilingual, bicultural education. In this area, the school and the higher education institution work together to produce additional teachers.

PREP

No. 6-B

WHAT CLASSROOM TEACHERS SHOULD KNOW ABOUT BILINGUAL EDUCATION

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Cross-Cultural Education

Education Across Cultures[1]

The child whose cultural heritage is different from the school culture needs special educational services that will bridge the cultural barriers and meet his language needs before he can take advantage of the course of study with which he is to be confronted.

Each child coming to the school is expected to become oriented to certain values emphasized in the dominant culture. Some of these values are:

1. He must climb the ladder of success, and in order to do this he must place a high value on competitive achievement.
2. He must learn time orientation that will be precise to the hour and minute, and he must also learn to place a high value on looking to the future.
3. He must accept the teacher's reiteration that there

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[1] Since the research which provided the data for this monograph was conducted in the Southwest region, frequent references are made to Indians and Mexican-Americans. The author, however, does not limit the application of the concept of bilingual education programs to these groups.

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is a scientific explanation for all natural phenomena.

4. He must become accustomed to change and must anticipate change. (The dominant culture teaches that change, in and of itself, is good and desirable!)

5. He must trade his shy, quiet, reserved, and anonymous behavior for socially approved aggressive, competitive behavior.

6. He must somehow be brought to understand that he can, with some independence, shape his own destiny, as opposed to the tradition of remaining an anonymous member of his society.[2]

Too many teachers are inadequately prepared to understand or accept these dissimilar cultural values. Teachers come from homes where the drive for success and achievement has been internalized early, where "work for work's sake" is rewarded, and where time and energy are spent building for the future. The Indian child, for example, comes to the classroom with a set of values and a background of experience radically different from that of the usual school child. To teach the Indian child successfully, the teacher must be cognizant of these differences and must above all else seek to understand, without disparagement, those ideas, values, and practices different from his own.

Robert Roessel, former Director of the Experimental Education Program at Rough Rock, Arizona, for Navajo children, attempts to give his staff an awareness of the peculiar texture of Navajo life. He hopes to avert just such episodes as the small-scale tragedy reported below that resulted from a teacher's inexperience at a reservation school. The teacher was from the East.

> Her credentials were excellent, but she had never taught Navajo children before. She noticed one morning that the face and arms of one of the third-grade boys was covered by something that looked like soot. In his hair was a substance that resembled grease. With a normal respect for cleanliness, the teacher asked the boy to wash himself. When he refused, she took him to the washroom and washed him.
>
> The boy never returned to school. It turned out that his family had conducted an important healing ceremony on his sick sister, the "soot" and "grease" being a part of the ceremonial painting. With her soap and water, the teacher destroyed the healing powers of the ceremony. The girl died and the parents could not be shaken in

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[2] Zintz, Miles V. *Education Across Cultures*. Dubuque, Iowa: William C. Brown Co., 1963.

their belief that it was the teacher's fault. No member of the family has set foot in a school since.[3]

Kelley[4], describes the behavior of the fully functioning self in present-day society:

> We live in a moving, changing, becoming-but-never-arriving world. . .
>
> (The child) needs to see process, the building and becoming nature of himself. Today has no meaning in the absence of yesterdays and tomorrows.
>
> The growing self must feel that it is involved, that it is really a part of what is going on, that in some degree it is helping shape its own destiny.
>
> The acceptance of change as a universal phenomenon brings about modifications of personality. . . one who accepts change and expects it, behaves differently. . .
>
> He sees the evil of the static personality because it seeks to stop the process of creation . . . Life to him means discovery and adventure, flourishing because it is in tune with the universe.

But the Indian child has likely already learned that nature provides. Man's objective is to remain in harmony with nature. The dances, rituals, seasonal prayers, and chants are learned perfectly and passed from one generation to another--hoping to maintain and restore harmony.

Indians believe that time is always with us. Life is concerned with the here and now. Accepting nature in its seasons, they will get through the years one at a time.

So, too, the Indian child is early made to feel that he is involved and personally responsible for doing his part so that all of life--in the village, in the natural order, all the cosmic forces--will be kept running smoothly and harmoniously, but not with the goal of changing his destiny determined for him by the older and wiser ones. He best fulfills his destiny by remaining an anonymous member of his social group.

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[3] Conklin, Paul. "A Good Day at Rough Rock." *American Education.* February 1967.

[4] Kelley, Earl C. "The Fully Functioning Self." *Perceiving, Behaving, Becoming: A New Focus on Education.* Washington, D.C.: Association of Supervision and Curriculum Development, National Education Association.

He accepts group sanctions, placing primary emphasis on conformity.

The child will be able to understand the values of his teacher much better if the teacher understands and accepts his.

Cultural Differences and English Language Learning

Frazier[5] points out in "the task ahead" that adequate theory requires an integration, or welding together, of the wisdom of sociologists and psychologists so that environmental factors and personality variables will each get proper attention. Applied anthropology is also a very important portion of the total appraisal of the child. His cultural heritage includes all the values, ideals, aspirations, anxieties, taboos, and mores that structure his fundamental habits of behaving. Some excerpts from the literature will clarify the anthropological contribution to understanding behavior.

Salisbury[6] related a rather sobering story of the Alaska Indian child's problem with the middle-class Anglo-oriented course of study:

> By the time the native child reaches the age of seven, his cultural and language patterns have been set and his parents are required by law to send him to school. Until this time he is likely to speak only his own local dialect of Indian, Aleut, or Eskimo, or if his parents have had some formal school he may speak a kind of halting English.
>
> He now enters a completely foreign setting - the western classroom situation. His teacher is likely to be a Caucasian who knows little or nothing about his cultural background. He is taught to read the Dick and Jane series. Many things confuse him: Dick and Jane are two *gussuk* (Eskimo term for white person--from Russian word *cossack*) children who play together. Yet he knows that boys and girls do not play together and do not share toys. They have a dog named Spot who comes indoors and does not work. They have a father who leaves for some mysterious place called *office* each day and never brings any food home with him. He drives a machine called an automobile on a hard-covered road called a street which has a policeman on each corner.

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[5] Frazier, Alexander, ed. *Educating the Children of the Poor.* Washington, D.C.: Association of Supervision and Curriculum Development, National Education Association.

[6] Salisbury, Lee H. "Teaching English to Alaska Natives." *Journal of American Indian Education.* 6:4-5. January 1967.

These policemen always smile, wear funny clothing and spend their time helping children to cross the street. Why do these children need this help? Dick and Jane's mother spends a lot of time in the kitchen cooking a strange food called *cookies* on a stove which has no flame in it.

But the most bewildering part is yet to come. One day they drive out to the country which is a place where Dick and Jane's grandparents are kept. They do not live with the family and they are so glad to see Dick and Jane that one is certain that they have been ostracized from the rest of the family for some terrible reason. The old people live on something called a *farm*, which is a place where many strange animals are kept - a peculiar beast called a *cow*, some odd-looking birds called *chickens*, and a *horse* which looks like a deformed moose. And so on. For the next twelve years the process goes on. The native child continues to learn this new language which is of no earthly use to him at home and which seems completely unrelated to the world of sky, birds, snow, ice, and tundra which he sees around him.

Evvard and Mitchell[7] have analyzed the concepts in the stories in the Scott-Foresman Basic Readers and found many conflicts with the young Navajo child's concept of himself, his family, and his community. They have contrasted beliefs and values encountered in the Scott-Foresman Basic Readers for the primary grades with the beliefs and values of the traditional Navajo child:

Middle-class, Urban Values	*Navajo Values*
Pets have humanlike personalities	Pets are distinct from human personality
Life is pictured as child-centered	Life is adult-centered
Adults participate in children's activities	Children participate in adult activities
Germ-theory is implicitly expressed	Good health results from harmony with nature
Children and parents are masters of their environment	Children accept their environment and live with it
Children are energetic, outgoing, obviously happy	Children are passive and unexpressive

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[7] Evvard, Evelyn, and Mitchell, George C. "Sally, Dick and Jane at Lukachukai." *Journal of American Indian Education*. No. 5. May 1966.

Middle-class, Urban Values	*Navajo Values*
Many toys and much clothing is an accepted value	Children can only hope for much clothing and toys
Life is easy, safe, and bland	Life is hard and dangerous

The student internalizes much of his way of behaving by the demands placed upon him by his culture. The culture instills group goals, mores, taboos, values and levels of aspiration. The attitude of the teacher, of course, is vital in these circumstances. Unless the teacher is patient and understanding, the student who must learn English as a second language develops insecurity instead of security, worry instead of competence, and makes an enemy instead of a friend of the English language.

Cultural mores, habits, values, and characteristics interfere with the learning of a second language. This interference is aggravated by the lack of knowledge which educators have about others' cultures. Culture represents communication, and without culture there can be no communication. Personality affects communication. Home environment contributes to the success or failure of acculturation and language acquisition. Most of all, the desire and need to accept the new language and its cultural ramifications determine the success of the language learner's endeavors.

The basic problems in the Southwest are *biculturalism,* not bilingualism. Language expresses the values of a culture; culture, by determining behavioral practices and goals, limits the connotations and denotations of the language. The scope of bilingualism is illustrated in the use of the word *father* in Anglo-American and in Zuni Indian culture. For the Zuni child, the word *father* represents his mother's husband - a man who enjoys his children as companions. He takes no part in disciplining his children, nor does he have any concern for their economic security. In his matrilineal society, the mother owns the property and her brothers assist in the rearing of and disciplining of the children. Further, it is said that she may divorce her husband by leaving his shoes and ceremonial garb outside the door while he is away and that this act will be his cue to gather up his few belongings and return to his mother's house. Family organization is of an extended nature, and the marriage does not decree that a man-wife love relationship is more important than the consanguinal mother-son or sister-brother relationship. In short, in a matrilineal, consanguinal, extended family, *father* may mean a specific set of behavior patterns such as described above.

Father, for the Anglo middle-class child, represents the legal head of a household who is held responsible for the rearing and disciplining of his children. His marriage to his wife is based, at least theoretically, on a conjugal or love relationship; and even if dissolved in a court of law, he may still be held accountable for her full support. For this child, father is a full set of meanings derived from a patrilineal, conjugal, nuclear family relationship.[8]

The interdependence of language and culture for the young child has been well stated by Davies[9]:

> To change a child's medium of instruction is surely to change his culture; is not culture bound up with language? And if the language should disappear, can the culture remain? Everyone must have his own orientation to life, and language provides the most natural means of reacting to life. In the deepest things of the heart, a man or woman turns naturally to the mother tongue; and in a child's formative stages, his confidence in that tongue must never be impaired.

It is hoped that the child holds two psychological values about his language and his family that speaks that language. First, he should feel that his language is a good one, that it expresses his ideas and wishes adequately, and that he may be justly proud to use it. Second, all of the people in his extended family use the language which he has learned as his first language, and he derives his ego strength and sense of personal worth as a member of that particular ethnic group. If the school teaches, however, that English is the only acceptable language there and that use of another language even during free play on the playground will be punished, the child can only conclude that his school feels that his language is inferior to the one that must be used all the time during the school day.

If the teacher reacts negatively to the child's first language, the child will further conclude that only people that speak English are adequate in his teacher's eyes. In the Southwest for many years, both of these things were done to children. They were denied the use of their own language and subtly taught that their language and their people were inferior. To cite one bad example of this kind of teaching, a dormitory counselor in a border-town dormitory for Indian students is reported to have met a busload of boys and girls at his school in the fall of the year, and asked them to group themselves around him so that he might say a word to them. He then made the

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8/ Zintz, Miles V. "Cultural Aspects of Bilingualism." Figurel, J. Allen. ed. *Vistas in Reading*. 11th Annual International Reading Association Proceedings.

9/ Davies, R. E. *Bilingualism in Wales*. Capetown, South Africa: Juta and Co., 1954.

following announcement: "The first thing I want you to do here is to forget that you are an Indian, and the second thing I want to tell you is that we speak only English around here."

For Spanish-speaking children, bilingual schools taught in Spanish and English would be natural, workable solutions in many schools in the Southwest. Since Spanish is a major language of the world, books, newspapers and periodicals are readily available in that language. Many nations in the Americas have some 200 million speakers of the language with libraries, government, business, and schools functioning in Spanish.

The question of young Navajo children receiving instruction in school in the Navajo language is an entirely different question - though no less important. Although there are no libraries and there is no indicated future use, the two psychological values already discussed are just as valid for the Navajo as for the Spanish child.

Maybe, even for him, at age 5 and at age 6, the school should spend up to two-thirds of his day in the Navajo language with planned, sequenced, intensive teaching of English as a spoken means of communication. Learning concepts and reading readiness in Navajo would save the child some time later on. Hopefully, by age 7 or 8, he would begin to learn to read in English and use it as his medium of reading and writing instruction. Yet, by the behavior of the adults at school during his first 3 years there, he would know that the school valued his language, and in turn his cultural heritage, and he might well particpate in a Navajo conversation class throughout his school life.

The following paragraph has too accurately and for too long expressed the viewpoint of too many Anglo-American teachers toward the Mexican-American students and their parents:

> They are good people. Their only handicap is the bag full of superstitions and silly notions they inherited from Mexico. When they get rid of these superstitions, they will be good Americans. The schools help more than anything else. In time the Latins will think and act like Americans. A lot depends on whether or not we can get them to switch from Spanish to English. When they speak Spanish they think Mexican. When the day comes that they speak English at home like the rest of us, they will be part of the American way of life. I just don't understand why they are so insistent about using Spanish. They should realize that it's not the American tongue.[10]

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[10] Madsen, William. *The Mexican-American of South Texas.* New York: Holt, Rinehart and Winston, 1964.

Summary

Teachers must be continually alert to the differences in languages, values, customs, the whole cultural heritage, and seek to understand the students they teach as real people with all the feelings, attitudes, and emotional responses that make them behave the way they do. Most important is the realization that one way of life or one language for communication is not better, nor superior, and not "more right" than another.

Annotated Bibliography of Cross-Cultural Studies

Andersson, Theodore. "Foreign Language and Intercultural Understanding." *National Elementary Principal.* 36:32. February 1967.

The bilingual needs to be proud of his heritage. The techniques studied in several school systems revealed that there are signs of better communication and improved attitudes toward non-English cultures. The bilingual children studied in these school programs seemed to become more literate in both the Spanish and English languages.

Benham, William J. "Liaison: Key Word to School Program Completion." *Journal of American Indian Education.* 5:26-30; No. 2. January 1966.

Benham studied the extent to which public schools that serve Indian students are involving community and parents in relationship practices. The results indicated that better liaison practices are needed.

Bernardoni, Louis C. "Apache Parents and Vocational Choice." *Journal of American Indian Education.* 2:1-9; No. 2. January 1963.

The historical, cultural, and environmental factors which affected the stated vocational preferences of male White Mountain Apache students were studied here. Less than half the sample consisted of boys having both parents assuming the parental role. Those parents who hoped their sons would leave the reservation were significantly more acculturated than those parents who desired their sons to remain on the reservation. The conclusion stated that "Apache parents play a minimum role in vocation selection."

Christian, Chester C., Jr. "The Acculturation of the Bilingual Child." *Modern Language Journal.* 49:160-165; No. 3. March 1965.

Here the effect that insistence on spoken English had on bilingual children is studied. The problem of confusion and frustration which exists when a child learns one language and culture from his parents and then must learn another language and culture when he enters school is discussed. The author maintains the term "acculturation" refers to the destruction of one culture to gain a second culture. He suggests that education should attempt to involve the culture of the child in his education instead of forcing the child to strip himself of the minority culture.

Evvard, Evelyn, and Mitchell, George C. "Sally, Dick and Jane at Likachukai." *Journal of American Indian Education.* 5:2-6. No. 3. May 1966.

In attempting to find if the *Scott, Foresman Basic Readers* are adequate tools to teach Navajo children to read, Evvard and Mitchell discovered that these readers reflect middle-class values of the white man. Differences between white and Indian concepts and values with respect to animals, pets, human personality, human expression, games, toys, and home cause minimum comprehension and maximum confusion. These concepts, alien to the Navajo, hinder content comprehension.

Fishman, Joshua A. "The Status and Prospects of Bilingualism in the United states." *Modern Language Journal.* 49:143-155. 1965.

Cultural pluralism may determine the success of this country. In this study, bilingualism and biculturalism are discussed. The author suggests that a commission on bilingualism and biculturalism be established at the Federal, State, and local levels.

Haugen, Einar. "Problems of Bilingualism." *Lingua.* 2:271-290; No. 3. August 1950.

Social pressure becomes language pressure when one moves from one linguistic community to another. Linguistic conformity takes place when the learner has acclimated himself to the new environment. This article points out that the bilingual, in the process of learning, goes from "erratic substitution" to "systematic substitution" as he becomes more proficient in the new language.

Johnson, G. B., Jr. "Relationship Existing Between Bilingualism and Racial Attitude." *Journal of Educational Psychology.* 42:357-365, No. 5. May 1951.

Johnson measured the attitudes of bilingual male students toward the Anglo ethnic group and found that a profound knowledge of the Anglo culture or no knowledge of it yielded the least cultural prejudice.

Spang, Alonzo. "Counseling the Indian." *Journal of American Indian Education.* 5:10-15; No. 1. October 1965.

The cultural aspects that must be taken into account when counseling Indian students are reviewed here. Indians have little drive toward changing their lot. They have, as a group, a lack of information, no role models, and no reason for achievement; there is no desire to earn much money because relatives will move in. Indians are present-time oriented and have a lack of time-consciousness. The counselor must be careful not to force his value system upon the Indian.

Tanaka, Yasmuasa, and Osgood, C. E. "Cross-culture, Cross-concept, and Cross-subject Generality of Affective Meaning Systems." *Journal of Personality and Social Psychology.* 2:143-153, No. 2. August 1965.

Subjects with contrasting linguistic backgrounds were asked to judge 24 perceptual signs on 10 semantic differential scales. Four semantic factors--dynamism, evaluation, warmth, and weight--were found to be the most salient for perceptual signs. The structure of meaning spaces for perceptual signs differs from the structure of those for linguistic signs. Scale relations were stable across groups; however, between samples, consistency was higher within language-cultural boundaries than across them.

Ulibarri, Horacio. "Social and Attitudinal Characteristics of Migrant and Ex-Migrant Workers--New Mexico, Colorado, Arizona, and Texas." Washington, D.C.: Educational Research Information Center, U.S. Office of Education. ED 011 215. 1964. p. 44

Ulibarri studied the feelings of the migrant worker or the bilingual person who has not acquired a great deal of formal education. This attitudinal study was conducted with migrant workers in regard to family, health, economics, government, children, religion, and recreation. These conclusions were drawn:

1. The sample showed present-time reward expectations in all areas.
2. Great timidity and passivity were shown in the areas of education, health, and economics.
3. Satisfaction was shown in family life, although the nuclear family had, in most cases, replaced the traditional extended family.
4. They were futilitarian about the education of their children.
5. They showed tendencies of resignation to their economic status.
6. The sample showed definite ethnocentric tendencies.

___________. *Teacher Awareness of Sociocultural Differences in Multicultural Classrooms*. Albuquerque: The University of New Mexico Graduate School, 1959.

Teachers and administrators need to be aware of sociocultural differences as they affect the bilingual. Ulibarri's study showed a general lack of teacher sensitivity toward sociocultural differences.

Witherspoon, Paul. "A Comparison of the Problem of Certain Anglo and Latin-American Junior High School Students." *Journal of Educational Research*. 53:295-299, No. 8. April 1960.

Witherspoon found a general lack of teacher sensitivity toward sociocultural differences of the bilingual. There are really more likenesses than differences between Anglos and bilinguals; but teachers, counselors, and administrators need to be aware of the main problems involved in the differences.

Zintz, Miles V. *The Indian Research Study, Final Report*. Albuquerque: The University of New Mexico, 1960.

Zintz attempted to identify the cultural, environmental influences on Indian children which must be understood for effective teaching, curriculum, teacher preparation, and parent understanding. Through teacher interviews, questionnaires, and diagnostic tests it was found that the Indian child in public schools is retarded culturally, verbally, and scholastically. Forced acculturation causes unacceptable reactions. Conflicts existed between cultures, environmental interpretation, values, and language concepts.

Problems In Second Language Learning

Linguistics is the scientific study of languages. It encompasses the sounds of language (forty-four phonemes in English) which is called *phonology*, the meaning in words which is called *semantics*, and the order of words in sentences which is called *syntax*, or structure, or the grammar of the language.

The linguistics of the English language can be discussed meaningfully only in the context of the cultural values, practices, attitudes and ideals which are expressed through language.

Linguistic Principles and Teaching English Sentence Structure

Several linguistic principles impinge directly on the work of the classroom teacher. Many teachers are undoubtedly aware of these; others may need to study them carefully and reflect upon their meaning.

1. Language is oral. It is *speech* before it is *reading* or *writing*. Spoken language is the natural expression commonly used by the native speaker with its contractions, idiomatic and slang expressions, and one-word answers. "How are you?" is sure to be spoken "Howarya." "Itza book" will be the oral expression for "It is a book."

2. Language is habit. It is learned behavior. Native speakers are not conscious of each sound or word they say nor of the sequence of the sounds of words. They are primarily conscious of the ideas or thoughts they are trying to convey. The stringing together of sounds in certain positions is an unconscious act. The language habit is automatic for children by the time they start first grade. Because language is learned behavior, it is learned through the repetition of producing it. When children learn the first language in a free, relaxed, trial-and-error atmosphere, there is time for error, correction, and repetition without conscious effort. When any language is super-imposed as a second language, there is much interference between the two sound patterns; and much guided repetition, correction, and drill are indicated.

3. Language is arbitrary. It has a specific, prescribed structure. Young children learning English in a classroom were heard composing sentences about "things" visibly around them. One child said, "This is a book." Another said, "This is leaves." Another said, "This is children." The teacher accepted the contributions and went on to something else. She should, of course, accept the contribution of each child and encourage him. But he must either learn the first time to say, "These are leaves" and "These are children" or he will need later to try to unlearn something that he thought "his teacher taught him."

4. Language is personal. Language reflects the individual's self-image and is his only avenue to expressing all that he is, all that he has as a heritage, and all that he aspires to be. Just how

personal is perhaps well illustrated in the way in which the Paraguayan people have for centuries now had Spanish as the official language of business and government, but have to this day retained Guarani, a preliterate Indian dialect, as the language of the home and family in which they express their most personal thoughts. It is said that Paraguay is our most bilingual country.

5. The language of a given group of people is neither "good" nor "bad"; it is communication. Reference to dialects of English other than "standard" English are best referred to as "nonstandard" rather than "substandard."

6. Language is more than words, as evidenced by the fact that the spoken language can reveal more meaning than the written language. The suprasegmentals of pitch, stress, and juncture as well as facial expression, gesture, and bodily movement add a great deal to meaning and interpretation of language.

7. Language is culturally transmitted. (See use of *father* in preceding chapter.)

Learning English as a Second Language vs. Learning It as a First

Teaching English as a second language is not at all like teaching English to English speakers, although teacher preparation in most colleges for teachers ignore this important fact. Most teachers find themselves totally unprepared when they go to teach in areas where large percentages of children enrolled in school are learners of English as a new language. On the other hand, the fact remains that no one can "help himself" in our English-speaking society anywhere until he can speak the language of his peers fluently and spontaneously. The audiolingual approach to second language learning can prepare boys and girls for much more profitable formal school experiences.

The learning of English by the native speaker may be contrasted with learning English as a second language in several ways:

When learning English as a native language:	When learning English as a second language:
1. Time is not a factor; the child has 6 preschool years to master the sound system of the language of his mother.	1. Time is a crucial factor. One may have 8 weeks in the summer, an intensive course, or one must continue an academic course of study in English while learning English.
2. Infants are usually richly rewarded for each imitative effort. Trial-and-error works well with much time, in a friendly, supportive, informal atmosphere.	2. The student must listen, repeat, and memorize.

3. Parents and friends are very patient and expect to repeat, reward, and reinforce.	3. The student is expected to speak the language of the school. He must have a course of study that is organized, sequential, and efficient. Those who have the patterns internalized are often impatient with older students. Teachers must repeat, reward, and reinforce.
4. The child grows up in an environment where he enjoys a maximum opportunity to repeat and to remember everything he hears.	4. The classroom situation is conductive to much forgetting. What one learns during one hour, he has all day, all weekend, all vacation periods to forget. One tends to forget almost all of what he studies in a formal manner.
5. What the child doesn't remember today, or whatever mistakes he keeps making today, he can unlearn or relearn in the weeks or months in the future.	5. Drills cannot be avoided. Students must have many repetitions and carefully spaced reviews on all patterns they need to learn to use automatically.

Components of Language

Grammarians and linguists have given us words to use to describe the language. *Phonology* is the study of the sounds of the language; *morphology* is the study of the structure of words; *syntax* is the grammar of the language, word order, kernel sentences, and modifiers which give variety to the sentences used; and *semantics* is the study of meanings communicated through languages. The following chart will help the reader to visualize elements of each of these four ways to describe the language.

Characteristics of Language

Phonology--the study of the sounds of the language.

a. There are 44 phonemes in the English language. (Sources differ: 40, 44, 45, 47.)

b. Differences in sounds are how we know on given occasions what is being said.

c. Minimal pairs are two words with only one phonemic difference. A phonemic difference is one that changes meaning (pick-pig; map-mat; big-pig).

d. Accent patterns also change meanings. (A *blue bird* is not necessarily a *bluebird.)*

e. The phoneme-grapheme relationships are often confusing in English because five vowels have many variant spellings.

f. The suprasegmentals of stress, pitch, and juncture convey distinct phonemic differences.

Morphology--the study of the structure of words.

a. Compound words.

b. Inflectional endings including *er, est, ed, ing, s, es.*

c. Prefixes and suffixes.

d. The common Greek and Latin combining forms.

e. Reversible compound words: A *pocket watch* is not a *watch pocket.*

Syntax--the grammar of the language. Grammar is the set of rules governing the use of the language so that people can communicate meaningfully with each other.

a. Basic sentence patterns:
    (1) Noun-transitive verb-object
    (2) Noun-linking verb-predicate noun or adjective
    (3) Noun-verb-prepositional phrase

b. Variations:

    (1) Making negative answers
    (2) Choosing "or"
    (3) Expansions

c. Transformations:
    (1) "There" changes
    (2) "Question" changes
    (3) Question words
    (4) Passive transforms
    (5) Changing verbs to nouns
    (6) Combining kernel sentences
    (7) Using *until, if, because*
    (8) Changing to past
    (9) Tag-on questions

Semantics--the study of the meanings communicated through language.

a. English is a hybrid language containing much word borrowing from many languages.

b. The listener or the reader must rely on context clues; meanings depend upon context.

c. The language contains many figures of speech, idiomatic expressions, and slang expressions.

d. The vocabulary contains antonyms, heteronyms, homographs, homonyms, and synonyms.

e. Suprasegmentals, which are phonemic because they change meanings, are also semantic in communicating meaning changes.

The aural-oral method of learning a language is a method of instruction that places emphasis, especially in the beginning, on hearing and speaking the new language rather than on learning grammatical structure, translation, reading, or writing. The emphasis is entirely upon hearing and speaking the language first. When this method is correctly followed, the learner says only what he has heard (with understanding), reads what he has said, and writes what he has heard, said, and read.

While Spanish uses only five vowel sounds, English uses many more to distinguish meanings. Practice must be given to develop auditory discrimination of these pairs of vowels:

heat - hit
met - mate
tap - tape
look - luck
pin - pine
hat - hot
sheep - ship
mit - meet
eat - it
late - let
bed - bad
fool - full
coat - caught
caught - cut

Consonant sounds can cause trouble, too:

pig - big
pig - pick
thank - sank
then - den
place - plays

Also, clusters like "ts" in *hats;* "lpt" in *helped;* "lkt" in *talked.*

The phoneme is the minimum element of expression in a spoken language by which one thing that may be said is distinguished from any other thing which might have been said. Thus, *bill* and *pill* differ only in one phoneme. They are, then, a minimal pair. Minimal pairs are two words that have only one phoneme sound that is not the same. Auditory discrimination practice is important in second language teaching to help learners clearly distinguish new phonemes.

pick-pig
big-pig
niece-knees
price-prize
age-edge
pain-pen
taste-test
dip-deep
sheep-ship
force-fours
lacy-lazy
witch-which
death-deaf
bus-buzz
bit-beat
boat-both

Phonologically, children must learn to hear all the phonemes that are used in English that were not used in their native language. For Spanish-speakers learning English, there are several substitutions likely to be made such as *thumb* or *sumb; path* as *pass*. Variant vowel sounds need to be heard clearly as do the several consonant sounds often substituted. This requires the ability to discriminate minimal pairs with practice. Ending consonant sounds are often troublesome. For example, *pick* is spoken as *pig; map,* as *mat*.

Modifiers do not follow the noun in English:

The blue sky not *the sky blue*
The juicy apples not *the apples juicy*.

Also,

The bus station is not the same as *the station bus*.
The pocket watch is not the same as *watch pocket*.

Intonation and stress are very important in conveying meanings:

Which book *did* you buy?
Which book did *you* buy?
Which book did you *buy?*

Are *you* going back to school this fall?
Are you going back to school *this* fall?
Are you going *back to school* this fall?

Juncture (inflection determines meaning):

Mary was home sick.	Mary was sick at home.
Mary was homesick.	Mary wanted very much to go home.
Was that the green house?	Was it a green color?
Was that the Green house?	Do the Greens live there?
Was that the greenhouse?	A place where plants are nurtured the year around.
I saw a blue bird.	The bird I saw was a blue color.
I saw a bluebird.	It was a bluebird.
Bob saw a horse fly.	The horse had wings.
Bob saw a horsefly.	A fly that bothers horses.

And in these:

I scream
Ice cream

Send them aid.
Send the maid.

night rate
nitrate

lighthouse keeping
light housekeeping

Words that have no referent are called *empty* words or *structure* words. It is estimated that there are no more than 300 such words in English, but they comprise nearly half of all of the *running words* in elementary context. This underscores the need for mastering them as service words as early in the reading process as possible. They are termed *markers* for the type of structural element they precede:

Noun markers:	a, the, some, any, three, this, my, few.
Verb markers:	am, are, is, was, have, has, had.
Phrase markers:	up, down, in, out, above, below.
Clause markers:	if, until, because, that, how, when.
Question markers:	who, why, how, when, what, where.

These little words have also been called *signal* words, *glue* words or *service* words. In and of themselves, they do not convey meaning and do not fit any linguistic pattern for teaching. They must be taught early because they are the necessary connectors. They play a significant part in helping the reader to anticipate meanings which verbs or nouns following will carry in a given sentence structure.[11]

Gesture: The Unspoken Language

With a quick twist of the wrist, a Lebanese taxi driver can convey utter contempt for a traffic policeman. A South American may show admiration for a beautiful woman by opening one eye wide with thumb and forefinger. An American Indian warrior could indicate sadness by making the sign for heart, then drawing his hand down and toward the ground. He signifies "friend" by putting his two forefingers together, symbolizing brothers in each other's company.[12]

Contrastive Analysis of Spanish and English

Most teachers of native Spanish speakers in classrooms where English is the medium of instruction have heard sentences like the following: "We went through the rooms bigs," "Mary is wear a dress red," "He no go to school," "Yesterday your brother I say," "I am ready for to read," "I see you later," "Is Tuesday," and "This apple is more big than that one."

The following contrasts in structure are taken from *Teaching English as a New Language to Adults*.[13]

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[11] Newsome, Verna L. *Structural Grammar in the Classroom*. Wisconsin Council of Teachers, 1962.

[12] "Gesture--The Unspoken Language." *Read Magazine*. 16:24. September 1966.

[13] Board of Education of the City of New York. *Teaching English as a New Language to Adults*. Curriculum Bulletin No. 5. 1963-64 Series. Brooklyn 1, N.Y.: The Board.

Native English Speaker	Spanish Speaker Learning English
The use of *not* with the verb forms: "Mary is not here."	Usually replaced by *no* : "Mary is no here."
The use of *s* in our simple present: "The boy eats."	Verbs are fully inflected. Learning our comparatively uninflected English, the student tends to drop even the inflections which persist, to say: "The boy eat."
Negatives with *do, does, did:* "He did not go to school."	No auxiliaries exist; the tendency is to say: "He no go/went to school."
English adjectives usually precede the noun: "The red dress."	Adjectives usually follow the noun: "The dress red."
Going to to express future time: "I am going to sing."	Tendency is to substitute the simple present: "I go to sing."
The auxiliary *will* in our future: "I will see you later."	Tendency is to carry over the inflection and to say: "I see you later."
The use of *it* to start a sentence: "It is Tuesday."	Tendency to omit *it* and to say: "Is Tuesday."
Use of *to be* to express age: "I'm 20 years old."	*To have* is used: "I have 20 years."
Use of *to be* to express hunger, thirst, etc.: "I am thirsty."	*To have* is the more common usage: "I have hunger." "I have thirst."
Our negative imperative: "Don't run!"	Replaced by *no:* "No run!"
Questions with *do, does,* and *did:* "Does this man work?"	No auxiliaries exist in Spanish; tendency is to say: "This man works?" or "Works this man?"
Indefinite article in usual prenominal position with words identifying occupation: "She is a nurse."	Indefinite article not required in such usages; tendency is to say: "She is nurse."

Some Spanish-English pronunciation problems include:

For:	The child is likely to say:
Consonants	
th in thumb, path	*s* as in sin, sink, and pass
j as in judge	*ch* as in church
th in though and this	*d* as in dough and **dis**
sh in she and shoe	*s* as in sea and sue
s in pleasure, treasure	simply as *s*
voiced *s* in zinc, zoo	*s* as in sing, rice, and Sue
b in bar, rabbit, cab	*p* in par, rapid, cap
v in vote, vail, vest	*b* in boat, bail, best
d in din and den	*t* in ten and tin
ch in watch and chew	*sh* in wash, cash, and shoe
u in use and yellow	*j* in juice and jello
final *m* in comb, dime	as *n* in cone, line, and son
g in dug, goat, pig	as *c* in duck, coat, and pick
w as in way, wash	preceded by *g* - guay, guash
Vowels	
hat, cat, mat	hot, cot, mop, or het, ket, mep
don, sung, cut	dawn, song, caught
leave, feel, sheep	live, fill, ship
late, mate, gate	let, met, get
pool and fool	pull and full
coal, bowl, hole	call, ball, hall

The student will learn the differences between the sound structure of his native language and the second language. The greater the influence of the minority culture, the longer it will take him to adapt to the new environment. The greater the contrast between the sound systems of the native tongue and the new language, the greater the effort required in learning to produce the new sounds. After the sounds have been mastered, the tedious trial and error process of learning the syntactic, semantic, and psycholinguistic elements which encompass the whole word--figuratively and literally--may begin. The second language learner acquires the new language through the process of imitation and mimicry. He learns first the significant sounds then the sound patterns, words, and phrases. The bilingual doesn't hear the new phonemes until they have been carefully illustrated, produced, and drilled. As he learns these sounds, the bilingual has difficulty remembering when and where to use them, and he often forgets those he has learned.

The child who is placed in a second language learning situation acquires the new tongue with a speed and accuracy that is amazing to struggling adult and adolescent learners. The child is not self-conscious; he is intellectually and linguistically more flexible; and his need for communication is not so great as the adults. "His experience and his vocabulary are much limited in his own language, and it takes him comparatively little time to gain control of an equivalent vocabulary in the new language." 14/ The adult who has internalized his native tongue will perhaps never acquire and rely on the second language as the child will.

A brief summary of the problem areas involved in English learning by southwestern Indians follows 15/:

1. The phonemes /p/ (pan), /t/ (tan), and /k/ (can) will sound like the English /b/ (ban), /d/ (dan), and /g/ (gan).

2. /p'/, /t'/, and /k'/ are glottalized sounds present in most southwestern Indian languages.

3. Students will have trouble with the English dipthongs /ey/ and /ow/, specifically, as well as dipthongs is general.

4. The Indian languages have voiceless vowels, especially in final position.

14/ Fries, Charles C. *Teaching and Learning English as a Second Language*. Ann Arbor: University of Michigan, 1964.

15/ Dozier, Edward P. *University of Arizona Newsletter*. February 1963. pp. 1-3.

Annotated Studies Related to the Nature of Language

Amsden, Constance. "Reading Program for Mexican-American Children, First Interim Report." Washington, D.C.: Educational Resources Information Center, U.S. Office of Education. ED 010 532. 1966 p. 10.

A program to develop oral language skills and to reinforce traditional cultural values of the Spanish-American community was designed by Amsden. Reading achievement and oral language development were assessed, and independent studies of the Spanish language proficiency of the children and Spanish influence on the children's oral English were undertaken. Emphasis on parent participation, individualized instruction, self-instruction, and cultural awareness were recommended to assure the children's academic progress and develop their sense of identity and self-esteem.

Diller, Edward. "The Linguistic Sequence in Learning Foreign Languages." *Modern Language Journal*. 46:259-260. October 1962.

The four skills in language learning are:

1. Listening: Preconditioning programs, language awareness of songs, poems, and recorded speeches, and listening for sound discriminations, comprehension, and significance.

2. Speaking: Mimicry-memorization, imitation, pattern drills, and spontaneous expression.

3. Reading: Recognition of patterns, contextual reading (finding the meaning of an unfamiliar word from contextual clues), and controlled reading.

4. Writing: Copying and matching exercises, writing from dictation, controlled writing and free expression (essays, letters, and reports).

The program is most successful when done in the above order and should not be hurriedly done.

Fries, Charles C., and Pike, Kenneth L. "Coexistent Phonemic Systems." *Language*. 25:29-51; No. 1. 1949.

Although two systems or languages may exist simultaneously, they must remain as two separate languages. Each system is observable and describable yet unique and must be discussed in terms of its own traits without comparison to any other system.

Leighton, Roby, ed. "Bicultural Linguistic Concepts in Education." *Educator's Complete ERIC Handbook, Phase One*. 1967.

Intonation, pitch, juncture, and rhythm should be emphasized in oral communication. One of the major reasons Spanish and Indian students have difficulty with English as a second language is that they experience basic confusion about the speech sounds of the language. Remedial programs should be built around this difficulty.

Norris, Mary Jane. "Linguistic Science and Its Classroom Reflections." *Language Learning*. 10:55-62, Nos. 1-2. 1960.

The elements of linguistic science are summarized into five points:

1. The realization of the nature of language:
   - a. Language is vocal.
   - b. Language symbols are arbitrary.
   - c. Language has a system.
   - d. Language is for communication.
   - e. Language is made up of habits.
   - f. There is a relation between language and the culture in which it is used.
   - g. Language is dynamic.
   - h. No two languages have the same set of patterns or pronunciation, words, and syntax.

2. The realization that the habitual patterns of one language interfere with learning the patterns of another language.

3. Methods of analyzing and describing languages.

4. Descriptions of some languages.

5. Techniques for comparison of two languages.

Classroom Methodology

Describing Language in TESOL (Teaching English to Speakers of Other Languages)

"Meaning-bearing utterances" must be practiced in meaningful, functional, pleasant, and rewarding circumstances. Children work with all the changes in sentence patterns for developing ease in fluency and establishing habits. Substitution drills, question-answer practice, deletions and combinations, and dialog practice provide ways both to habituate patterns and to teach intonation, stress, pitch, and juncture. Any sequenced program requires stimulating experiences, rewards for the use of language, audiovisual materials, field trips, and maximum exposure to "talk" in English.

The basic principle for teaching English to speakers of other languages is: The learner acquires the ability to use the language communication skills of English in order of listening, speaking, reading, and writing. First, he hears with understanding; second, he reproduces the language he has heard--trying to imitate a "good" model; third, he is then ready to learn to read that part of the language he has heard and spoken; and fourth, he can then learn to spell and write the language he needs to use, but only after he has heard, spoken, and read it.

Habitual use of the most frequently used patterns and items of language should take precedence over the mere accumulation of words. The acquisition of vocabulary should be a secondary goal at the beginning stage. Vocabulary will increase rapidly when reading is begun. To reiterate the same principle--because it is of utmost importance--*learning a foreign language is not primarily acquiring vocabulary,* necessary as that is. It is much more important for the student to engage in practice which will most quickly form habits of articulation, stress, intonation, word-order, and word formation. The sooner these patterns become habit and not choice, the sooner he will achieve mastery of the language.

Vocabulary should be taught and practiced only in the context of real situations so that meaning will be clarified and reinforced.

Each classroom teacher is confronted with problems of classroom management, motivation of learning, and articulating this year's work with last year and next year. Within the class, the teacher must expect to find the normal range of abilities in intellectual, physical, emotional, and social development.

The teacher needs to understand, accept, and use a number of principles about learning in interpreting the school success of individual children.

> When the teacher and child meet, a major part of the teacher's armament must be a knowledge of the principles of learning. Many normal children learn readily in spite of the repeated violations of learning principles. By sharpening our awareness of some of these principles, as applied in teaching children, we can practice better adherence to them.

Some of these major principles of learning include overlearning, ordering, and sizing (programing) of new material, rewarding only desired responses, frequent review, and avoidance of interference and negative transfer. 16/

Methodology in Teaching a Second Language

Language has three basic relationships besides transformations:

(1) Function, i.e., objects, prepositional phrases, indirect objects
(2) Agreement of number and person
(3) Placement, clearly understood use of antecedents

The process of TESOL methodology includes:

(1) Substitutions
(2) Ordering
(3) Deletions
(4) Expansions

Substitutions and expansions are illustrated below:

Substitutions for oral practice--In the following examples the teacher says: "The school is just around the corner." The class repeats. Small groups and then individuals repeat. The teacher says only the word "store" and the class repeats. "The store is just around the corner." The teacher says "restaurant" and the class repeats. "The restaurant is just around the corner," etc.

1. The school is just around the corner.
store
restaurant
post office
department store
house
apartment

2. Please ask Jack to turn the light off.
turn the light on.
leave the light alone.
turn on the light.
put the light on the table.

3. How many chairs are there in that room?
desks
pictures
boys
girls
people
tables

16/ Bateman, Barbara. "Learning Disabilities - Yesterday, Today, and Tomorrow." *Exceptional Children.* 31:167-177. December 1964.

Expansion sentences--Basic sentence patterns are, of course, made to serve their purposes more clearly for speakers by being expanded. Boys and girls who are native speakers of the language expand sentences easily and unconsciously. They generate successively connected ideas in "run-on" sentences; if their speech were written down there would be long paragraphs without periods to divide them into sentences. Speakers of nonstandard English will need a great deal of help with these exercises.

1. Dogs bark.
Dogs bark loudly.
The people's dogs bark loudly.
The people's dogs bark loudly every night.
We could hear the people's dogs bark loudly every night.
We could hear the people's dogs bark loudly every night when we were at grandmother's house.

2. The roses are beautiful.
The red roses are beautiful.
The red roses by my window are beautiful.
I gave the red roses by my window to the elderly couple that lives next door.

3. I can play.
I can play this afternoon.
I can play this afternoon for a while.
I can play until five o'clock this afternoon.

4. Jack and his father stopped in the hardware store to look for some screen wire that they could use to make a cage for the two white rats Jack was planning to use in his feeding experiment in general science in school.

Transformations--Transformation in English grammar is the means by which basic sentence structures are changed into other types of structures. The sentence "There are four chairs in the room." can be transformed into a question by changing the positions of "there" and "are" and asking, "Are there four chairs in the room?"

Roberts' 17/ basic sentence patterns in transformational grammar are presented below. The primacy of practice in the basic types is that all English sentences are derived, by various changes and combinations, from a few basic sentence types:

17/ Roberts, Paul. *English Sentences.* New York: Harcourt, Brace and World, 1962.

1. "There" transformations:

Statement	*Question*
A man is at the door. There is a man at the door	Is there a man at the door?
The day is warm. It is a warm day.	Is it a warm day?
The job is a tough one. It's a tough job.	Is it a tough job?
Four chairs are at the table. There are four chairs at the table.	Are there four chairs at the table?
Three boys are in the principal's office. There are three boys in the principal's office.	Are there three boys in the principal's office?

2. Question transformations:

He is at school. Is he at school?

He reads fast. (He does read fast.) Does he read fast? (This sentence requires the intermediate step *to provide the verb* to change positions with the subject.

He is going now. Is he going now?

3. Question transformations supplying the question word:

Statements	*Asking the question the statement answers*
John works here.	*Who* works here?
Robert lives in *Arizona*.	*Where* does Robert live?
The books should have cost *$10*.	*How much* should the books have cost?
Bill is in his *office*.	*Where* is Bill?
He studies *geography*.	*What* does he study?
He *works* in an office.	*What* does he do?
He studies in the *afternoon*.	*When* does he study?
He writes letters *at night*.	*When* does he write letters?

4. Passive transformations:

Active voice	*Passive voice*
They built a house.	The house was built by them.
John shot a deer.	A deer was shot by John.
Our country fought a civil war.	A civil war was fought by our country.
The third grade worked that problem.	That problem was worked by the third grade.
The old man planted the garden.	The garden was planted by the old man.

5. Transformations where the verb is changed to a noun:

John works.	John is a worker.
Julio gardens.	Julio is a gardener.
Mary teaches.	Mary is a teacher.
Ramon farms.	Ramon is a farmer.
Enrique drives a truck.	Enrique is a truck driver.
Mr. Jones practices law.	Mr. Jones is a lawyer.
Marianna cooks.	Marianna is a cook.
Mrs. Chacon makes dresses.	Mrs. Chacon is a dressmaker.
Mr. Acosta plays chess.	Mr. Acosta is a chess player.
Larry studies at the university.	Larry is a student.

6. Combining kernel sentences into one sentence:

(a) Coordination of simple sentences:

(1) It is the end of summer. School will begin soon. - to - It is the end of summer and school will begin soon.

(2) Girls work. Boys play. - to - Girls work and boys play.

(b) Coordination - omitting repeated words:

The teacher was fair. The teacher was helpful. The teacher was completely honest. - to - The teacher was fair, helpful, and completely honest.

(c) Subordination of a clause:

(1) The book was *The Wind in the Willows*. The book was lost. - to - The book which was lost was *The Wind in the Willows*.

(2) The man in the library reads most every evening. He knows a great deal about Mexico. - to - The man who reads in the library most every evening knows a great deal about Mexico.

(3) Some pupils know the story already. They should not tell the ending. - to - Some pupils who know the story already should not tell the ending.

7. Combining parts of sentences using *because, until, when,* etc.:

Teacher	*Child*
I came home early. The library was closed.	I came home early because the library was closed.
The farmer didn't plant potatoes. The ground was too wet.	The farmer didn't plant potatoes because the ground was too wet.
Mother complained. I didn't help get dinner.	Mother complained because I didn't help get dinner.
I didn't finish. The bell rang.	I didn't finish because the bell rang.
I can't go with you. My homework isn't finished.	I can't go with you until my homework is finished.
I have to wait. I get paid on Friday.	I have to wait until I get paid on Friday.
I can't buy the groceries. She didn't give me the list.	I can't buy the groceries until she gives me the list.
I'll stay here. The library stays open.	I'll stay here if the library stays open.
Jose will work every day. His brother can work too.	Jose will work every day if his brother can work too.

8. Changing to the past tense:

Present	*Past*
I go to work.	I went to work.
I need help.	I needed help.
I walk to class.	I walked to class.
I bring my books.	I brought my books.
I eat lunch at school.	I ate lunch at school.
I work.	I worked.
He works.	He worked.
She works.	She worked.
You work.	You worked.
We work.	We worked.
They work.	They worked.
I go.	I went
He goes.	He went.
Did you tear your shirt?	Yes, I tore it.
Did you pay your bill?	Yes, I paid it.
Did you choose that tie?	Yes, I chose it.
Did you buy that car?	Yes, I bought it.
Did you find your room key?	Yes, I found it.

9. Tag-on questions:

You can go, can't you?	You can't go, can you?
He has the book, hasn't he?	He doesn't have the book, does he?
He is working today, isn't he?	He isn't working today, is he?
He was in your office, wasn't he?	He wasn't in your office, was he?
He will come back soon, won't he?	He won't come back soon, will he?
You wash it every day.	You do wash it every day, don't you?
He cleans his room every day.	He does clean his room every day, doesn't he?
George takes it with him.	George does take it with him every day, doesn't he?
Mary practices her music.	Mary does practice her music, doesn't she?
They collect the papers.	They do collect the papers, don't they.

TESOL Text Materials

This is a brief list of textbook series available to the teacher for teaching English as a second language.

Bumpass, Faye L. *We Learn English.* New York: American Book Co., 1959. Six volumes.

______________, *We Speak English.* New York: American Book Co., 1967. Two volumes.

English Language Services, Inc. *English This Way.* New York: MacMillan Co., 1965. Twelve textbooks are in the series; teacher's guides are available for Books I-IV and Books VII-XII.

___________. *English 900.* New York: MacMillan Co., 1964. Six textbooks are in the series; a teacher's guide for the series and audio-tapes are available for each unit of each text.

Kane, John, and Kirkland, Mary. *Contemporary Spoken English.* New York: Thomas Y. Crowell Co., 1967. Books 1-6.

Lancaster, Louise. *Introducing English: Oral Pre-Reading Program for Spanish-Speaking Primary Pupils.* Boston: Houghton Mifflin, 1966.

Miami Linguistic Readers. Boston: D.C. Heath, 1964-1966. Fifty-three booklets.

National Council of Teachers of English. *English for Today.* New York: McGraw Hill Book Co., 1965-67. Six textbooks are in the series, and a teacher's guide is available for each book.

New York City, Board of Education, Puerto Rican Study. *Teaching of English to Puerto Rican Pupils.* New York: Board of Education for the City of New York, 1957. Four volumes. Language Guide.

Puerto Rico, Department of Education. *American English as a Second Language.* Boston: D.C. Heath, 1965-67. Three volumes.

Rojas, Pauline M., Director. *Fries American English Series: For the Study of English as a Second Language.* Boston: D.C. Heath, 1952-57.

Wheeler, Gonzales. *Let's Speak English.* New York: McGraw Hill, 1967. Six volumes.

Annotated Bibliography of Studies in Methodology

Cline, Marion. *Improving Language Arts of Bilinguals Through Audio-Visual Means*. New Mexico Highlands University. Printed in Sante Fe, New Mexico, by the author, 1962.

Improved teaching may result from the use of audiovisual aids in working with bilinguals. The results of a 2-year study using a supplementary audiovisual approach showed that the experimental groups gained more than the control groups, except in spelling. Fewer disciplinary problems, a high level of interest, and longer retention seemed to be the greatest improvements through the audiovisual approach.

Decker, Samuel. "Adapting Audiovisual Techniques to Language Instruction." *Modern Language Journal*. 42:69-77. February 1958.

Popular and classical music were used to help teach vocabulary and patterns of a second language.

Finocchiaro, Mary. "Bilingual Readiness in Earliest School Years, A Curriculum Demonstration Project." Washington, D.C.: Educational Resources Information Center, U.S. Office of Education. ED 012 903. p. 28.

Two New York schools, one in a poverty area and one in a middle-class area were chosen as the samples in a study by Finocchiaro. A 2-year experimental program was conducted to develop "bilingual readiness" in kindergarten and first grade. Efforts were made to choose kindergarten and first-grade classes composed of equal numbers of Negro, Spanish-speaking, and "other" children. Ability and IQ were not considered. In an environment where Spanish was used 65 percent of the time, the children were encouraged to respond in both English and Spanish. The Spanish-speaking children gained more self-confidence and cultural awareness. There was also greater acceptance by the children and their parents in second language learning.

Harter, Helen. "English Is Fun, or the Rhythm and Song Approach to the Teaching of English to non-English Speech Beginners." Washington, D.C.: Educational Resources Information Center, U.S. Office of Education. ED 015 035. 1960. p. 92.

An interesting approach to teaching English as a second language to beginning students is outlined in this study. Drills, songs, games, dances, and nursery rhymes are utilized.

Herr, Selma E. "Effect of Pre-first Grade Training Upon Reading and Reading Achievement Among Spanish-American Children." *Journal of Educational Psychology*. 37:87-102, No. 2. February 1946.

Herr worked with two groups of 5-year-olds. The control group did not attend school while the experimental group went to school an extra year with emphasis on language and visual and audial perception. Within a 2-year period, the experimental group showed significantly greater reading achievement.

Johnstone, Marjorie C., and Ferreira, Stella L. "Useful References for Teachers of Foreign Languages." *Modern Language Journal.* 41: 309-312. November 1957.

Various types of reference materials such as records, books, reports, journals, filmstrips, charts, music, games, and vocational opportunities are available, as well as information on other countries in working with teaching foreign languages.

Lancaster, Louise. "Introducing English, An Oral Pre-Reading Program for Spanish-Speaking Pupils." Washington, D.C.: Educational Resources Information Center, U.S. Office of Education. ED. 013 454. 1966.

A 28-unit program for teachers of 4- and 5-year-olds is presented. The use of this material resulted in the children gaining command of spoken English.

Montez, Phillip, et al. "An Evaluation of Operation Head Start Bilingual Children, Summer 1965." Washington, D.C.: Educational Resources Information Center, U.S. Office of Education. ED 013 667. 1966.

This study showed that in California the Spanish-American is 2 years behind the Negro, and 3 1/2 years behind the Anglo in scholastic achievement. Assimilation into our culture is made almost impossible due to the divergency of the Spanish culture in terms of the middle-class values.

Morris, Joyce. *The Santo Domingo Program of Concept and Language Development.* Albuquerque: The Graduate School, University of New Mexico, 1963. Doctoral dissertation.

Morris' study was based on the premise that New Mexican Indian children are failing to achieve at a level commensurate with their innate ability because of inadequate language skills and a meager experiential background. Concrete experiences were provided so these students could relate concepts to the curriculum. Fifteen field trips were planned to transport 80 primary school children to illustrative places mentioned in primary grade social studies and science courses of study. Field trips were made to the airport, an apple orchard, TV and radio stations, telephone offices, a potato chip factory, a bottling company, and a shopping center. Morris' primary concern was making use of pattern practice in teaching the subject matter of social studies and elementary science.

Rohn, Ramona. *Improvement of Oral English in the First Grade in the Santo Domingo School.* Albuquerque: University of New Mexico Press, 1964.

The greatest need of the Indian child in New Mexico's schools is to become more articulate in English. Two Indian groups (Zuni and Santo Domingo) were given the Common Concepts Foreign Language Test. The Santo Domingo children were taken on field trips and exposed to new materials and procedures and then retested. Improvement of vocabulary and other gains were observed. Teachers must understand the difference between cultures and also understand the conflicts that arise because of these difficulties.

Spencer, Richard E., and Sequin, Edmond L. "The Relative Effectiveness of Earphones and Loudspeakers as a Means of Presenting a Listening Test in a Foreign Language." *Modern Language Journal.* 48:346-349. November 1964.

Two different methods of presenting a foreign reading test were observed. The experimental group used earphones with individual volume controls and the control group was instructed through the use of a loudspeaker. The performance on the listening test showed that the group using earphones did significantly better than those being instructed via the loudspeaker. No significant gains were made on the reading test. Serious consideration should be given to the communication media in which a language is taught and tested.

Special Aspects of Vocabulary

Through several years of personal observation, the author has been both amazed and frightened to see dozens of classrooms of mixed ethnic groups in elementary, junior high, and senior high schools utilizing traditional textbooks devised for unilingual, English-speaking, middle-class students, with the teacher carrying out a traditional lesson plan as if all the students were profiting from the lesson. Even casual, friendly conversations with the boys and girls from minority ethnic groups whose first language was not English, or observing the teacher in the room carrying on an interminable monolog, is convincing evidence that much of the English is very difficult to understand and the student has too limited language-power to make use of the written text for study with comprehension. Without first mastering the sound system of the language, the student gets hopelessly lost; and if he stays in school, his achievement level drops further and further below that of the English-speaking students.

To demonstrate in an empirical manner that the language was severely limited, a number of language tests were devised and administered to large groups of these boys and girls. Selected results are reported here.

In 1959, Yandell [18/] prepared an idioms test of 90 multiple-choice items based on statements taken directly from readers used in the fourth, fifth, and sixth grades. The Indian and Spanish-speaking sixth-grade boys and girls performed at such comparable low levels in comparison with unilingual English-speaking sixth graders that it was clear that they could not possibly read contexts containing these idioms with comprehension. It is clear now that this test and those to be discussed were not adequate for assessing difficulties in language acquisition among these second language learners because they tested highly complex levels of language ability. Mastery of idiomatic expressions, multiple meanings of words, simple analogies, and antonyms was frequently not attained even by college students of Indian or Spanish linguistic background. What the tests did demonstrate clearly was that these groups were severely educationally retarded because of language disability. Sample items from the idioms test follow:

1. Then, as if he were *rooted to the spot*, Tom stood still, overcome with surprise.
    a. touching the ground
    b. right on the spot
    c. unable to move
    d. with his foot in a hole

[18/] Yandell, Marine, *Some Difficulties Which Indian Children Encounter With Idioms in Reading*. Albuquerque: University of New Mexico Press, 1959.

2. Tom was *tired enough to drop in his tracks*, as his grandpa used to say.
    a. to drop his load
    b. to follow the tracks
    c. stop where he was without moving
    d. to follow in his footsteps

3. Go no faster than a trot, and *keep your head about you*.
    a. keep your head with you
    b. hold your head still
    c. stay awake
    d. be sensible and act wisely

4. When you are boarding around doing a little of this kind of work and a little of that, you grow sick and tired of being a *Jack-of-all-trades*.
    a. being good at all trades
    b. doing a little of all kinds of work
    c. restless like a Jack-in-the-box
    d. not doing any work

Cox 19/ prepared a 100-item test of multiple meanings of common words and administered it to sixth-grade students from all the minorities with the same results. Repeated administration of this test in unilingual, English-speaking, middle-class neighborhoods shows an average class median for the middle-class Anglo children of 87 raw-score points, while Spanish-American sixth graders with second language interference achieved a median score of 58. The mean scores for the three Indian groups were: Apache, 62; Navajo, after direct teaching, 58; and Pueblo, 44. The following are sample items from the multiple meanings test developed by Cox:

1. a. place where liquor is sold b. fasten c. ale d. barrier
   e. the court

_____1. Don't *bar* the door.
_____2. The men had a drink in the *bar*.
_____3. The class constructed a sand *bar*.
_____4. The lawyer pleaded the man's case at the *bar*.

2. a. snouts b. chests c. axle d. shorts e. bases

_____1. The athletes wore white *trunks*.
_____2. They bore holes in the *trunks* of the trees.
_____3. The elephants picked up the sugar with their *trunks*.
_____4. *Trunks* of gold were found in the cave.

19/ Cox, Clara Jett. "An Experimental Study in the Teaching of Certain Facets of the English Language to Navajo Pupils in the Sixth Grade." Unpublished paper, College of Education. Albuquerque: University of New Mexico, 1963.

3. a. square designs b. figures c. ticket showing price d. mark e. control

_____1. She placed a red *check* on the best paper
_____2. The matron had to keep *check* of the girls.
_____3. She prefers *checks* to stripes.
_____4. The man waited until the waitress gave him his dinner *check*.

4. a. lower b. remove c. weapon d. knotted ribbons e. front of ship

_____1. They have learned to use a *bow* and arrow.
_____2. Janet always wears a *bow* in her hair.
_____3. The minister asked them to *bow* their heads as he prayed.
_____4. Water seeped into the *bow*.

Candelaria [20/] prepared a 75-item simple analogies test and sampled Anglo-American and Spanish surname students from a middle-class area of the city, Spanish surname students from the lower socioeconomic area in the city, and Negro students from a downtown area. Mean raw scores of the four groups were: Anglo, 60.5; Spanish-American middle class, 56.5; Negro, 46; and Spanish surname lower-status, 42.5. The Spanish surname students whose parents move into the middle-class areas in Anglo neighborhoods are able to function significantly better in English than those living in low socioeconomic areas. Yet the course of study recommended for the Spanish surname child in the low socioeconomic areas is the same as that recommended for the Anglo-American child in the middle-class school.

On tests prepared to measure responses to antonyms, simple analogies, and multiple meanings of words, fourth-grade Anglo children who constituted norming groups performed statistically significantly better than sixth-grade students from the minority groups.

Lessons for Developing Aspects of Vocabulary

Teachers will be able to devise many lessons using various audio and visual aids to motivate language learning.

1. Using elementary stories and poems

The poem "What Is Black" by Louise Binder Scott [21/] could reinforce many meanings for the work *black* if the teacher gathers some pictures from a picture file and some three-dimension toys from dime stores, drug stores, and department stores.

[20/] Candelaria, William A. *A Comparative Investigation of the Understanding Which Sixth-Grade Anglo, Spanish-Americans, and Negro Children Have of Analogies in the English Languages*. Albuquerque: College of Education, University of New Mexico, 1968.

[21/] Scott, Louise Binder, and Thompson, J. J. *Talking Time*, Second Edition New York: McGraw Hill, Inc., 1966.

What Is Black

Black is good earth where little seeds grow;
Black is the bird that we call a crow.
Black is a berry which grows on a vine;
Black is the night, unless moon and stars shine.
Black are the shoes that you wear on your feet;
Black is the pepper on food that you eat.
Black is sweet licorice - yum, yum, yum!
Black is the spot of ink on your thumb.
Black is the skunk with stripe down his back;
Black is the engine that runs on a track.
Black is a fierce old Halloween cat;
Black is a witch's steeple hat.
Black is the marker with which you write;
Black is the opposite of white!

2. Finding matched pairs

Cut pictures from magazines and catalogs and mount them on cards. Some possible pairs of pictures are:

cup - saucer
pen - pencil
doll - doll buggy
broom - dust pan
pan - lid
mare - colt
hog - pigs
leaf - tree

fork - knife
boy - girl
chair - desk
light bulb - lamp
ring - finger
baker - cake
nose - face
paint - brush

ball - bat
shirt - tie
comb - hair
hammer - nail
football player - football
fireman - fire truck
mailman - letter

3. Association of opposites

Cut pictures from reading readiness books and picture dictionaries and mount them. Some possible pairs of pictures are:

empty - full
in - out
inside - outside
above - below

left - right
large - small
on - off
tall - short

5. Seasons of the year

Compile pictures that can be divided into summer, fall, winter, and spring.

6. Action verbs

Swinging, sitting, reading, pasting, cutting, playing, falling down,

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getting off of, reaching, falling, kneeling, running, standing, painting, leaning over, setting, jumping, flying, and sliding down.

7. Clothing we wear

   Putting in categories pictures of things for mother, father, brother, and sister.

8. Tools we use.

   Commercial catalogs are excellent sources.

9. Dogs, toys, furniture, time pieces, lamps, ways we travel, domestic animals, dishes, money, sharp objects, musical instruments.

   These are categories of pictures that might be compiled in packets for different kinds of games or drills to be planned with or without direct teacher supervision.

10. Multiple meaning words

    A second-grade teacher asked the class to think of many uses of the word "track."

Track

The word "track" was being discussed in the classroom in connection with a story regarding streetcars. Some of the children had never seen a streetcar; so Bill, a city boy, said that they were cars that ran by electricity on tracks. When asked to describe what a track looked like, he said that it was a long steel thing that ran in two lines down the middle of the street. John, the "desert rat" with a puzzled look on his face, wanted to know what kind of tracks the car made. We got to talking about the words that looked the same, but meant different things, and it was suggested that each child tell what the word "track" meant to him.

Sharon said that many times her mother told her not to track up the clean kitchen floor. To her it meant to get something dirty. Melinda mentioned that she had heard her father discuss the sound track of his tape recorder. Steven contributed the fact that his father tracked a missile on a tracking board. Peter mentioned the new race track outside El Paso. Joe told of riding on a train which ran on tracks and how the wheels made a clicking sound as they went over the joints in the tracks. John told of the time that he had found coyote tracks in the snow and had tracked them to the boundary lines of the Post. Bruce, the slow-poke of the class, said that his mother had told him to make tracks for school that morning. "She meant me to hurry up," he said by way of explanation.

By the time we were through we had collected quite a few meanings for the work "track" and had learned a lesson in word comprehension. For as one child expressed it, "You have to know what you are reading about to know what the word means."

Use of the *Miami Linguistic Reading Series*

The *Miami Linguistic Readers,* specifically designed for the Spanish-speaking bilingual, attempt to give the teacher specific materials for sequential language lessons out of which learning to read can be accomplished. In the linguistic readers, one primary emphasis is on teaching the child to pronounce the English language correctly. This is excellent. He is given a great deal of practice on discriminating minimal pairs and enunciation to help him to learn all of the phonemes that exist in English that he has not already learned in Spanish. If the manual is followed, the *Miami Linguistic Readers* make sure that the child has aural-oral control of the material he is going to try to read.

Some teachers have progressed through only two or three books of the *Miami Linguistic Readers* in one year when working with children who know little English at the beginning. This demonstrates excellent judgment on the teacher's part. The language program for such children must include concentrated teaching of oral language all day, withholding formal reading until the boys and girls can learn with understanding to read the books in the series.

Planned as a 2-year program, the *Miami Linguistic Reader Series* follows linguistic as well as pedagogical premises 22/:

1. The referential content of beginning reading material must deal with those things which time has shown are interesting to children.

2. The materials must reflect the natural language forms of children's speech.

3. The child must have aural-oral control of the material he is expected to read.

4. The focus must be on the process of reading as a thinking process rather than on the uses of reading after decoding has been mastered.

5. Sound-symbol correspondences (phoneme-grapheme relationships) in beginning reading should be in terms of spelling patterns.

22/ Robinett, Ralph F. "Linguistic Approach for the Bilingual." *Perspectives in Reading: First Grade Reading Programs.* Newark, Delaware: International Reading Association, 1965.

6. Grammatical structure as well as vocabulary must be controlled.
7. Children must learn to read by structures if they are to master the skills involved in the act of reading.
8. The learning load in lingustically oriented materials must be determined in terms of the special nature of the materials.
9. Writing experiences reinforce listening, speaking, and reading.
10. Materials must be sequenced so that they enable the learner to achieve success as he progresses through the materials.

Annotated Bibliography Related to Special Vocabulary Problem

Adkins, Patricia. "Teaching Idioms and Figures of Speech to Non-native Speakers of English." *Modern Language Journal.* 52:148-152. March 1968

Lack of understanding of English idioms greatly handicaps students of Spanish background in developing reading skill in English. Formal instruction in idiomatic expressions should be given to these students when they are learning English.

Hess, Stephen Grant. *A Comparative Study of the Understanding Which Bilingual Students Have of the Multiple Meanings of English Words.* Albuquerque: University of New Mexico, 1963. Master's thesis.

The effect of multiple meaning English words on bilingual Indian and Spanish-speaking children was compared with their effect on monolingual English-speaking children. There was a significant difference in the achievement of the Spanish and Indian children compared to the Anglos, who achieved at a higher level than the other groups. The conclusions drawn from the study are that bilinguals need a better understanding of words in context and further studies are needed to explore the effects of multiple meaning words on various groups.

Mercer, Veta Walker. *The Efficiency of the Bilingual Child in Understanding Analogies in the English Language.* Albuquerque: University of New Mexico, 1960. Master thesis.

The results of this study indicated that Anglo students, who were used in both the control and experimental groups, achieved at a higher level than Indian and Spanish children. The study concluded that non-Anglo students need to develop skill in understanding English analogies.

Yandell, Maurine. *Some Difficulties Which Indian Children Encounter With Idioms in Reading.* Albuquerque: University of New Mexico Press, 1959

Idomatic expressions in English used in standard fourth-, fifth-, and sixth-grade reading tests were analyzed to determine the efficiency of performance in various ethnic groups. The results of the multi-choice test of idioms showed that the groups understood the idioms in this order: (1) Anglos, (2) Spanish, (3) Zuni Indians, and (4) Navajo. The reading level and scores on the idiom test for the Anglo and Navajo showed a high correlation.

Zintz, Miles V., and Morris, Joyce. *Tutoring-Counseling Program for Indian Students, 1960-1962.* Albuquerque: University of New Mexico, 1962.

Zintz and Morris posed the question. "Does a tutoring-counseling program for Indian students better attitudes and increase college achievement?" Twenty-six Indian students voluntarily sought tutoring-counseling. Each student who applied was given an informal acculturation questionnaire and an individual diagnostic and reading ability test. Language and reading problems were the causes of low school achievement. Adherence to Indian values caused acculturation problems when the students tried to become a part of the university. Competent program advisement and counseling are recommended, and remedial reading classes teaching English as a second language are essential.

PREP

No. 6-C

EXEMPLARY BILINGUAL EDUCATION PROGRAMS

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Following are brief descriptions of 10 ongoing bilingual education programs which were either visited during the interpretive studies project or on which material was received for in-depth study:

WASCO PROJECT
Bakersfield, California

The Wasco Union School District has developed a Gestalt approach to the problems of bilingualism and biculturalism. This project attempts to create a total environment to develop the resources of the Spanish-speaking bilingual from kindergarten through high school. In addition, the program works for behavior changes through planned educational experiences in other students not of Mexican descent. Objectives include:

1. The student will become involved in vocational explorations in order to set his vocational goals. This involves identifying vocational fields and their specific requirements, relating steps necessary for obtaining the chosen field, parental support of the student's vocational choice, and a favorable image of that area through contact with successful people in the student's chosen field.

2. To increase perceptual-motor skills, the student should be able to perform eye-motor coordination tasks and figure ground tasks, recognize geometric figures, and discriminate rotations and reversals of figures at the appropriate age level as defined by Dr. Marion Frostig.

3. The student will develop perceptual-motor skills in the home environment through the use of work and play objects. Home visits to explain and demonstrate the use of these objects will be made.

4. The student should be able to verbalize how he feels about himself and discuss social problems with his peers so that he may develop self awareness and socializing skills.

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5. The student will discuss the cultural background of Mexico, verbalize the influences of Mexico upon the United States' culture, and recognize Mexican music. He will be provided materials to recognize his culture and historical heritage.

6. The Spanish-speaking student will readily speak his native tongue in specific classroom situations and be able to tell why his bilingual ability is an asset. This will provide an opportunity for a liberal use of Spanish to perpetuate feelings of pride.

7. The student will function as an interpreter of the school's goals and be given decision-making opportunities to capitalize upon his social strength.

8. Because the curriculum will be geared to the bilingual's experiential base, he will show normal progress according to his individual learning profile.

9. Through the addition of specific vocabulary and information building programs, the bilingual will perform at least 5 months above his vocabulary and information score on the Wechsler Intelligence Scale for Children or Wechsler Adult Intelligence Scale given at the beginning of the project.

Elementary children attend daily classes in English as a second language, group counseling, bicultural understanding, and perceptual-motor development in addition to regular classroom activities. Junior high school students attend daily classes in language development. All students beyond the fifth grade attend weekly classes in exploration of biculturalism, self-development, and vocational areas. Also special approaches are aimed at involving parents, community, and the dominant peer group.

Special materials used for the English as a second language class include the University at Los Angeles "200" series, the English for Today series by the National Council for Teachers of English, Fries series (revised), the English "900" series, and the Miami Linguistic series. Materials in the areas of bicultural exploration have been developed by the staff. Perceptual development will be taught through Dr. Frostig's materials and Gessell maturation materials. Sullivan and Associates programed materials, Science Research Associates kits, Houghton-Mifflin materials, *Reader's Digest* Skill Builders, and the Imperial primary reading program will be used in language development classes.

Further information may be obtained from:

Director of Curricular Services
Kern County Superintendent
Kern County Civic Center
1415 Truxtun Avenue
Bakersfield, California 93301

BILINGUAL EDUCATION
Calexico, California

The Calexico Unified School District is currently operating a comprehensive bilingual program for students at the elementary and junior high school levels. Objectives of the program are:

1. The student will develop English language skills comparable to those of native Americans.
2. The student will develop and maintain study skills.
3. The student will avoid becoming academically retarded through the teaching of skills and content subjects in his native language. This will permit the student's proficiency to determine the time when he will transfer to English as the language of instruction.
4. The student will develop feelings of accomplishment and satisfaction in the academic climate.
5. The student will identify with and become an integral part of the participating student body.
6. The student will understand and become proud of the Spanish heritage as well as the American culture.

Elementary pupils, selected on the basis of facility in English, are assigned to a daily 30-minute preschool program aimed at developing fluency in aural-oral English. All pupils study Spanish beginning in the second grade and continuing through grade six. Teachers and aides are bilingual. Junior high instruction is in Spanish for English, social studies, and Spanish (four periods each day).

Standard United States textbooks are used in their Spanish editions. Many materials are by Ginn, Prentice-Hall, and D.C. Heath. Some developmental work is underway to provide junior high school level material in geography presented in Spanish.

Further information may be obtained from:

Superintendent
Calexico Unified School District
P. O. Box 792
Calexico, California 92231

HARLANDALE PROJECT
San Antonio, Texas

A bilingual instructional project is currently being conducted in the first and second grades of four elementary schools in the Harlandale Independent School District in San Antonio, Texas. Objectives are:

1. The bilingual child will develop cognitive and language abilities through a bilingual environment and instruction.

2. The child will have an improved self-concept due to personal and cultural acceptance. This will make possible a psychological motivation which will insure linguistic and communicative successes.

The program is multivaried. It ranges from completely Spanish instruction in some first grades and ends with very little bilingual instruction at the end of the second grade. Recent evaluation has indicated that pupils do not read better or worse in English as a result of the program; however teacher observations have suggested that the Spanish-speaking students seem to have a better self concept, more pride in their heritage, and generally feel more accepted. Additional information may be obtained from:

Director
Project Teacher Excellence
Our Lady of the Lake College
San Antonio, Texas 78207

PROJECT PASO
Gilroy, California

Project Paso has been instituted in Gilroy, Calif., to aid the Spanish-speaking bilingual at the high school level. Objectives include:

1. The student will learn facts and procedures necessary for school functioning--i.e., attendance rules, office locations, and identification of personnel.

2. The student will learn key concepts and principles in standard subject areas at the appropriate age/grade level. This will be measured through a minimal 80 percent correct scores on teach-made tests.

3. The student will be assimilated into student school life through his understanding of the need for rules and regulations, attending and participating in extracurricular activities, and establishing a "big brother" relationship with Anglo counterparts.

4. The student will develop proficiency in the English language that will enable effective functioning in a full English curriculum within 2 years of entry.
5. The student will maintain a positive self-concept through voluntary competition in areas not requiring English language facility.

Non-English and poor English-speaking students are identified and tested. Classes offer English as a second language and bilingual instruction. Spanish instruction is given in social studies, mathematics, and science for a 2-year period. This program also includes teacher awareness programs and community conferences. Advanced Anglo students in Spanish classes will participate as teaching assistants.

Special materials include books printed in Spanish for use in standard subject areas, supplementary books in Spanish, and books in English capable of providing the transition from Spanish to English. The school district is printing many of their own units.

Additional information may be obtained from:

Project Director
Special Instructional Program
Gilroy Unified School District
263 North Church Street
Gilroy, California 95020

THE GOOD SAMARITAN CENTER

San Antonio, Texas

The Good Samaritan Center in San Antonio has developed a preschool program for disadvantaged Spanish-speaking children. Working under the premise that language deprivation causes many more handicaps, the project attempts to remedy these deficiencies through development of language and communication skills. Objectives gleaned from an interim report include:

1. The bilingual child will be able to cope with his environment in either language.
2. The child will gain in perceptual skills.
3. The student will develop many channels of communication through a multisensory approach to language learning.
4. The child will gain a larger fund of information in both languages through exposure to new vocabulary, concepts, and experiences which will have meaning in future learning tasks.

The 3-year-old enters the classroom in which a bilingual teacher instructs in Spanish 80 percent of the time. Four- and five-year-olds advance to classrooms with English-speaking teachers and bilingual aides. Students attend classes for a total of 3 hours per day. Special attention is given to increasing attention span, working independently, using adults as reinforcement agents, persisting in work attitudes, increasing the desire to achieve, nurturing a positive self-concept, and increasing exploratory behavior. The program works extensively with parents to modify behavior through education. Also, teachers attend many inservice training workshops. Most materials have been specially developed. The project received a grant for the production of four filmstrips, the first of which was available in the spring of 1968.

For further information contact:

Director
The Good Samaritan Center
1600 Saltillo Street
San Antonio, Texas 78207

STOCKTON PROJECT

Stockton, California

The Stockton Unified School District in California is currently operating a demonstration project which hopes to determine the advantage of a comprehensive instruction program which meets the educational needs of Spanish-speaking and other ethnic minority groups through bilingual-bicultural curriculum development. Program objectives include:

1. The project will be a totally bilingual school and exemplary demonstration and training center.

2. The program will include a community development phase.

3. Through integration and interaction of the community, the project will promote better understanding among people of different cultural backgrounds.

4. The project will include an adult education program.

The first phase of the program is aimed at the first and second grades. In subsequent phases more grades will become involved until the entire school is included. Instruction in each subject is given in Spanish with equal time allotments in English instruction. The curriculum attempts to provide concrete experiences and their accompanying language symbolizations. Self-concept building exercises are a part of the curriculum.

The Ott materials are used in teaching science and social studies. Language acquisition is implemented through specially developed games, rhymes, and exercises. Pupil progress will be evaluated through experience charts and other translative forms. Many materials are being specially developed.

Additional information is available from:

Bilingual Project Director
701 N. Madison
Stockton Unified School District
Stockton, California 95202

PASSAIC PROJECT

Passaic, New Jersey

A bilingual program has been newly established at the Passaic Public Schools in New Jersey with the ultimate goal of assimilating elementary Puerto Rican children into the American culture. The major objectives of the program are:

1. The primary non-English child will have greater opportunity for oral communication related to his ability to assimilate while gaining English.

2. The intermediate grade bilingual will gain sufficient knowledge in standard subject areas taught in Spanish to ease his assimilation of English.

Puerto Rican children spend half a day with a bilingual instructor speaking Spanish. During this time, they receive Spanish instruction in different subjects and English as a second language. The second half of the day is spent in regular classes with American children. The program is relatively flexible and allows the teacher freedom in determining materials and approaches. The child receives a nongraded report for parental review in addition to his regular report card. Also, school staff visit homes and provide social services. The school is producing many of its own instructional units.

Further information may be obtained from:

Dr. Carmen N. Marina
Head Bilingual Teacher
Passaic Public Schools
Passaic, New Jersey 07055

NEW YORK RESEARCH PROJECT

New York, New York

A bilingual program in science and Spanish for Spanish-speaking students from grades seven through nine has been underway in the New York City schools. The purposes and objectives of the experimental program are:

1. The student's knowledge of the Spanish language and culture will be increased through classes taught in Spanish.
2. The student's knowledge of English will be increased.
3. The student will know more science through having been taught bilingually.
4. The student's self-image, moral, and aspirations will be raised through a nurturation of pride in his Spanish pride.
5. The student will appreciate that the American culture does not require cultural uniformity.

Bilingual teachers and licensed laboratory assistants teach informal science classes which stress the underlying concepts and interrelationships of chemistry, physics, biology, and the earth sciences. Where teachers are inadequate in their ability to speak Spanish, fluent Spanish-speaking coordinators interpret. All experimental students receive instruction in formal Spanish. Students receive English science textbooks, worksheets and vocabulary sheets, and equivalent content material in Spanish. Spanish reference books from Spain and Argentina, science texts purchased from the Puerto Rico Office of Education, and bilingual dictionaries are used. Student achievement was evident in science and Spanish. Those who were bilingually taught excelled in learning Spanish. Teacher evaluations indicated that the bilingually taught students evidenced more effort and reliability.

Additional information is available from:

Board of Education of the City of New York
Bureau of Educational Research
110 Livingston Street
Brooklyn, New York 11201

SAN ANTONIO BILINGUAL RESEARCH PROJECT
Austin, Texas

The San Antonio Project, instituted in 1964, is largely concerned with language development of the Mexican-American child at the elementary level. The major objective of the program has been to improve the learning potential and the self-concept of the disadvantaged Mexican-American children through improvement of their oral language. Primary to this objective is the approach that the student must recognize the relationship between meanings and linguistic symbols necessary for expression of such meanings. The problem has been attacked within the content areas of science and social studies. The linguistic approach is augmented by the "discovery" technique which meaningfully establishes the concepts contained in the curriculums. Underlying justifications for two teaching styles are:

1. The child will think independently in the new language while following such procedures as observing, categorizing, and generalizing.

2. The child will be encouraged to exhibit natural problem-solving abilities.

As the child progresses, the language program becomes more structured. The eventual goal is habituation of the new language patterns. Original treatments were an oral-aural English approach in which children received intensive English language instruction using science as the content vehicle and oral-aural Spanish approach in which children received intensive Spanish instruction using science as the content vehicle, a non-oral-aural approach where children were given science instruction but no intensive language instruction, and a control group where the children were taught regularly. Modifications involving a language cognition and discovery approach have been instituted at the fourth-grade level. Bilingual treatments have been recently added to the teaching methodologies. In addition, inservice teacher education programs and various pilot studies are integrated. Extensive evaluation measures a growth in oral language skills and science concepts. Further information may be obtained from:

Mr. Thomas D. Horn
Curriculum and Instruction
University of Texas
Austin, Texas 78712

COUNSELOR AIDE FOR THE MEXICAN-AMERICAN
San Diego, California

Escondido Union High School District in San Diego County, Calif., has instituted a program providing counselor aides for the Mexican-American. Objectives are:

1. Mexican-American students and parents who exhibit adjustment problems due to a language barrier or cultural/socioeconomic background will be identified through personal contact. They will be assisted in adjustment to the educational program which meets their needs.

2. Communication between schools, home, and community will be improved through enlisting the cooperation of the parents. Low-income families will be put in touch with agencies and educational facilities for help.

3. By instilling a sense of confidence and helping the student to realize his abilities and aptitudes through intense individual counseling, counselor-aides hope to improve the student's performance and self-image.

    a. Classroom attendance will improve through working with the entire family and stressing the importance of an education.

    b. Potential school dropouts will find more opportunity for employment through educational and vocational guidance.

Implementation of the program includes home contacts by the bilingual counselor aide, coordination of all school districts to assist the student and family, educational and vocational guidance, and referrals to appropriate community action agencies for assistance. Ultimate action will be determined by the counselor after having completely assessed the situation.

Further information may be obtained from:

Project Director
East Fifth and South Maple
Escondido, California 92025

Additional information on bilingual education may be obtained from the following sources, arranged by State:

ARIZONA

A Bilingual Pilot Study (a comparison of the development of bilingually taught first graders)

Project Director
Wilson School District 7
2411 E. Buckeye Road
Phonenix, Arizona 85034

An Experienced Teacher Fellowship Program for Primary Teachers of Bilingual Bicultural Children in Southern Arizona

Dr. Pat N. Nash, Director
College of Education
University of Arizona
Tucson, Arizona 85721

(Mexican-Americans teach their teachers Spanish)

Mrs. Kenneth Hayden
P. O. Box 5501
Tucson, Arizona 85703

Rock Point Boarding School Pilot Project--Preschool Navajos Learn Bilingually

Assistant Area Director (Education)
Bureau of Indian Affairs
Navajo Area Office
Window Rock, Arizona 86515

Teaching of English Via Television

Dr. Guido Capponi
Coordinator of Southwestern Cooperative
Educational Laboratory
University of Arizona
Tucson, Arizona 85721

CALIFORNIA

English as a Second Language

Project Director
Sacramento City Unified School
District
Administration Building
1616 N Street
P.O. Box 2271
Sacramento, California 95810

ESL Demonstration Project Center

Project Director
2950 National Avenue
San Diego, California 92113

High Intensity Language Training, Teacher Corps

Miss Patricia Cabrero
University of Southern California
Los Angeles, California 90012

Operation STEP-UP (Stimulation Through Environmental Programming Unstructured Play)

Superintendent
P. O. Box 308
Spreckels, California 93962

Project CLINIC (Clinical Laboratory Innovations Necessary to Increase Children's Learning

Superintendent of Schools
Sunnyvale School District
656 East Maude Avenue
Sunnyvale, California 94088

Project Communication Gap

Superintendent
St. Helena Unified School District
1325 Adams Street
St. Helena, California 94574

Project Libro (a bilingual materials center)

Executive Director
The Galton Institute
319 South Robertson Boulevard
Beverly Hills, California 90211

Project MOVE (More Opportunities Via Education)

Superintendent
Willowbrook School District
1623 East 118th Street
Los Angeles, California 90059

A Spanish-Speaking College in North America--Elbert Covell College

Provost
Elbert Covell College
University of the Pacific
Stockton, California 95204

Supplementary Education for Indians in Rural and Reservation Areas

Inyo County Superintendent of Schools
California State Department of Education
Independence, California 93526

A United Neighborhood Involved in Developing an Outstanding School

Director of Compensatory Education
Alum Rock Union Elementary School District
2930 Gay Avenue
San Jose, California 95127

COLORADO

Improving Attitudes, Cultural Understanding and the Opportunity for Achievement

Superintendent
Denver City Schools
414 14th Street
Denver, Colorado 80202

Interest Profile Analysis Curriculum

Administrative Assistant to the
  Superintendent
701 Widefield Drive
Security, Colorado 80011

A Multi-Media Approach to Library Services for the Spanish Surname

Dr. D. Harold Bowman, Director
Colorado State College
Greeley, Colorado 80631

DELAWARE

A Project in Bilingual Education (high school students learn a regular curriculum in a foreign language)

Mr. Hernan Navarro
Fulbright Specialist
State Department of Public Instruction
Dover, Delaware 19901

FM Radio - An Oral Communication Project for Migrants

Superintendent of Public Instruction
301 North Olive Avenue
West Palm Beach, Florida 33401

Bilingual Curriculum Development - Supportive Material in Teaching Spanish as a Second Dialect and Teaching Spanish to Native English Speakers in Bilingual Classrooms

Director
City Center Building - Suite 550
22 E. Huron
Ann Arbor, Michigan 48108

NEW JERSEY

North Hudson Language Development Center

Superintendent of Schools
3400 Palisade Avenue
Union City, New Jersey 07087

NEW MEXICO

Cooperative Program in Special Education

Superintendent
1620 South Gonzales Street
Las Vegas, New Mexico 87701

English as a Second Language for Navajos, An Overview of Certain Cultural and Linguistic Factors

Area Tribal Operations Officer
Bureau of Indian Affairs
Albuquerque Area Office
P.O. Box 8327
Albuquerque, New Mexico 87108

The Isleta Project - Computer-mediated Instruction

Dr. James Evans
EVCO
235 San Pedro Drive NE
Albuquerque, New Mexico 87108

Project Move Ahead -- Basic Education via Radio

Director
Research and Program Development
Las Cruces Public Schools
301 West Amador Avenue
Las Cruces, New Mexico 88001

Reducing Barriers to Communication in Two New Mexico School Districts: Los Lunas and Estancia

Co-Director
Educational Service Center
3205 Central Avenue NE
Albuquerque, New Mexico 87106

A Sustained Primary Program for Bilingual Students

Director
Research and Program Development
301 West Amador Avenue
Las Cruces, New Mexico 88001

NEW YORK

Early Childhood Bilingual Education Project

Ferkauf Graduate School of Humanities
and Social Services
Yeshiva University
55 Fifth Avenue
New York, New York 10003

New York City School-Community Interaction Umbrella

Superintendent of Schools
110 Livingston Street
Brooklyn, New York 11201

OKLAHOMA

Cherokee Cross Cultural Project

Director
Cherokee Cross Cultural Project
Tahlequah, Oklahoma 74464

OREGON

District Programs for Migrant Children

Department of Education
Division of Instruction
General Consultant Service Building
Salem, Oregon 97310

The Russian Program

Assistant Superintendent
Woodburn School District
Lincoln School
Woodburn, Oregon 97071

PENNSYLVANIA

Bilingual Reading List

Project Associate
Research and Information Services
443 South Gulph Road
King of Prussia, Pennsylvania 19406

TEXAS

A Bilingual Program for the Migrant

Director
Texas Migrant Educational Development Center
Southwest Educational Development Laboratory
Suite 550, Commodore Perry Hotel
Austin, Texas 78701

A Bilingual Program for First and Second Graders

Project Director
Bandera Independent School District
Bandera, Texas 78003

Conference on Development of Bilingualism in Children of Varying Linguistic and Cultural Heritages

Regional Educational Agencies Project
in International Education
Texas Education Agency
Austin, Texas 78711

Creedmoor Bilingual School

Superintendent
Del Valle Independent School District
Del Valle, Texas 78617

El Paso Language Training and Instruction Center

Assistant Superintendent
Education Center
100 West Rio Grande Street
El Paso, Texas 79999

El Paso Public School programs (includes Applied Language Research Center, Arts and Crafts Center, and Educational Media Center)

Director
Southwest Intercultural Center
El Paso Public Schools
P.O. Box 1710
El Paso, Texas 79999

Experiment in Reading for Mexican-American Studies

Superintendent of Schools
515 Carancahua Street
Corpus Christi, Texas 78401

Improving Language Arts of Bilinguals Through Audio Visual Means

Dr. Marion Cline, Jr.
Principal Investigator
University of Texas at El Paso
El Paso, Texas 78401

Inter-American Education Center

Program Director
Language - Bilingual Education
Southwest Educational Development Laboratory
Suite 550, Commodore Perry Hotel
Austin, Texas 78701

Laredo Bilingual Project

Project Director
410 Amhurst Road
Laredo, Texas 78040

The Meaning and Implications of Bilingualism for Texas School

Assistant Commissioner
International and Bilingual Education
Texas Education Agency
Austin, Texas 78711

Programa de Educacion Interamericana
Superintendent
P. O. Box 3948
Bryan, Texas 77801

Project Follow-Through

Coordinator of Special Programs
Corpus Christi Independent School District
Box 110
Corpus Christi, Texas 78403

Project Teacher Excellence, A Program of Studies for Bilingual Elementary Teachers

Project Director
Our Lady of the Lake College
San Antonio, Texas 78207

Rio Grande Valley Education Service Center

Mr. Harold Dudley
Texas Regional Center
Edinburg, Texas 78539

Sam Houston Area Curriculum Center

Superintendent of Huntsville Public Schools
P.O. Box 791
Huntsville, Texas 77340

San Antonio Bilingual Demonstration and Dissemination Center

Superintendent
141 Lavaca Street
San Antonio, Texas 78210

Second Chance (increasing English proficiency in grades one and two)

Director
Research and Evaluation
El Paso Public Schools
100 West Rio Grande Avenue
P.O. Box 1710
El Paso, Texas 79999

Southwest Intercultural and Language Center

Director of Compensatory Education
Education Center
100 West Rio Grande Street
El Paso, Texas 79999

Unlimited Potential

Superintendent
141 Lavaca Street
San Antonio, Texas 78210

West Texas Innovative Education Center

Superintendent
808 West Avenue
Alpine, Texas 79830

WASHINGTON, D.C.

Teaching English to Speakers of Other Languages

Director of English Program
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

PREP

CURRENT
RESEARCH ON
BILINGUAL
EDUCATION

No. 6-D

The following documents on bilingual education have been entered into the ERIC system since March 1969. Each reference includes the identifying ED number, the number of pages, and the cost of ordering the document either on microfiche (MF) or hard copy (HC) from the ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014.

Problems and Strategies in Teaching the Language Arts to Spanish-Speaking Mexican American Children. ED 025 368. 26 p. MF - 25¢; HC - $1.40.

Programs Available for Strengthening the Education of Spanish-Speaking Students. ED 025 - 366. 41 p. MF - 25¢; HC - $2.15.

Preparing Teachers for Mexican American Children. ED 025 367. 16 p. MF - 25¢; HC - 90¢.

Training Mexican American School Principals: An Analysis of a Program's Hits and Misses. ED 025 371. 24 p. MF - 25¢; HC - $1.30.

Attitudes and Motivation: Their Role in Second-Language Acquisition. ED 024 035. 10 p. MF - 25¢; HC - 60¢.

Social Dialects and Language Learning: Implications for TESOL. ED 024 036. 5 p. MF - 25¢; HC - 35¢.

Indian Teacher-Aide Handbook. ED 024 488. 160 p. MF - 75¢; HC - $8.10.

Suggestions for Teaching the Migratory Pupil. ED 024 489. 75 p. MF - 50¢. HC - $3.85.

English as a Second Language Bibliography. ED 024 513. 19 p. MF - 25¢; HC - $1.05.

Bilingual Education. ED 023 492. 14 p. MF - 25¢; HC - 80¢.

A Study of Anglo-American and Spanish-American Culture Value Concepts and Their Significance in Secondary Education. ED 023 506. 8 p. MF - 25¢; HC - 50¢.

Division of Information Technology and Dissemination
BUREAU OF RESEARCH/OFFICE OF EDUCATION